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ABSTRACT

This practicum addressed the problem of developing and implementing a school-based in-service model that would be facilitated and presented by the elementary school teachers who were to be instructed. A literature review led to the conclusion that successful implementation could be achieved by faculty and staff ownership of the in-service model and the identification of appropriate components. In particular, research indicated the importance of prioritized steps in developing the feeling of ownership and insuring the appropriateness of the instructional components. Objectives of the intervention were: (1) to develop willingness among faculty and staff to volunteer for or accept the request of other faculty and staff to facilitate or present an in-service component; (2) to develop an in-service model with its components; (3) to compile a media center resource file for each of the components; and (4) to encourage teachers to use newly learned strategies and information in their classrooms. During the course of the implementation period, 23 components were planned by individual faculty and staff members and 18 components were delivered. Plans were made to continue the in-service program for a second year with the presentation of four previously planned but delayed components, four repeated or extended components, and the possible addition of six new components. Twenty-nine references are cited. Related materials comprising about half the document are appended, including survey forms, information packets, agendas and minutes of meetings, and a 15-page presentation about the proposed program. (RH))

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Development and Implementation of an Elementary School-based Inservice Model Using School-based Personnel as Facilitators

Elizabeth Hayo Morrison

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NOVA UNIVERSITY

Development and Implementation of an Elementary School-based Inservice Model Using School-based Personnel as Facilitators

by

Elizabeth Hayo Morrison

Cluster XIX

A Practicum II Report Presented to the Ed. D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1988

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Elizabeth Hayo Morrison under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

2 14 88

Date of Final Approval of Report

(signature)

Georgianna Lowen, Ed. D., Adviser

Dedicated

to

my husband

in appreciation of his
encouragement and support
of this project
as a silent partner

and

to

the faculty and staff
of Palmetto Elementary School
whose countless efforts
made this project a success

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ABSTRACT

Development and Implementation of an Elementary School-based Inservice Model Using School-basedPersonnel as Facilitators. Morrison, Elizabeth H., 1988: Practicum Report, Nova University Ed. D. Program in Early and Middle Childhood. Descriptors: Inservice Education / Teacher Educator Education / Faculty Development / Professional Development / Staff Development / Teacher Workshops / Professional Continuing Education / Staff Utilization / Organizational Development / Organizational Change / Experiental Learning / Lifelong Learning / Individual Development / Improvement Programs

This practicum addressed the expressed need and desire of a faculty and staff of an elementary school to develop and implement a school-based inservice model that would be teacher facilitated and presented. In a review of the literature it was determined that ownership of the model by the faculty and staff and the appropriateness of the components would provide the strategies to successfully address these needs and desires. The research seemed to focus on the importance of prioritized steps to develop the feeling of ownership and insure the appropriateness of the individual components.

The writer's goal was to institute an on-going inservice program at the elementary school that utilized the resources of the school-based personnel. The objectives outlined in order to reach the goal were: (1) to develop willingness on the part of the faculty and staff to volunteer or accept the invitation/request of other faculty and staff members to facilitate/present an inservice component; (2) to develop a model with its components; (3) to compile a media center resource file for each of the components; and (4) to integrate the learnings into the classroom.

During the course of the implementation period of the practicum twenty-three components were planned by individual faculty and staff members with eighteen components being delivered. The inservice program was to continue into its second year with the presentations of four of the previously planned but delayed components, four repeated/extended components and the possibilty of six additional components.

CHAPTER I

INTRODUCTION

Description of Community

The community in this study was located on the suncoast of a south eastern state. The majority of the 170,565 population and the 103,400 homes in the county were concentrated along its western border. The county extended across 502,400 sq. acres.

The main source of income for the county was tourism. The industrial element of the community included farming and citrus processing.

Manufacturing in the county involved truck-trailers, mobile homes, boats, optical equipment, and electrical generators.

Description of School

The elementary school involved in this study was one of three elementary schools located in the community. It was the third largest of the twenty-two elementary schools in the county and the students attending the elementary school came from average to low income families. It had an enrollment of 726 students. Of the 726 students, 536 were white; 116 were black; and 74 were Hispanic.

The elementary school qualified for federal subsidy for its lunch program. Of the children who qualified for the program, seventy-four were on reduced lunch and two hundred sixty-eight were on free lunch.

Kindergarten through fifth grade units were housed in the school. There were twenty-nine regular classrooms and four full-time special area units. To complete the faculty there were fourteen support personnel, two administrators, fourteen staff members, eleven aides, five ECIA personnel and one migrant tutor.

Description of Faculty and Staff

The teachers and support personnel, the majority of which were white females who were the subject of this practicum, had teaching experience that ranged from one year to thirty years. These teachers had earned degrees that ranged from Bachelor's to Education Specialist.

The principal of the school had fourteen years experience in administration. The assistant principal was in her first year as an administrator.

The majority of the teacher's aides at the school were white females. This held true for the ECIA staff and the bilingual migrant tutor .

There were faculty members who had specialized training in computer education, clinical teaching, developmental testing, language experience, assertive discipline, developing pilot reading programs, drug education programs, and Orff music techniques. Faculty members had also served on county curriculum advisory panels in reading, math, science, social studies, health and physical education.

Many of the teachers had taught in several states, including the northeast and midwest areas.

Description of Writer

For the past seven years, the writer had been teaching in the public school system of the county. Prior to this public school experience, nine years were spent teaching in private schools in two surrounding counties. The writer taught grades four through six for ten years and kindergarten for six. She had been appointed team leader for kindergarten.

CHAPTER II

Study of the Problem

The teachers at the elementary school had expressed the need for sharing information with fellow teachers. The need had been expressed formally and informally.

Teachers seemed to be feeling frustration because their concerns were not being addressed. At the time, there were no inservices being offered at this elementary school. On one side of the coin the teachers wanted to share but on the other side they complained that school preparations and responsibilities did not allow time for the needed sharing.

Teachers appeared to be reluctant to volunteer to share innovative ideas, techniques, strategies and ongoing practices for a number of different reasons. First, there seemed to be a concern as to what would be expected of a teacher in reference to the preparation and delivery of an inservice component. Teachers were unsure as to what recipients of an inservice would expect of an inservice presenter.

Teachers' reluctance could have come from their own negative experiences with being inservice recipients. Inservice programs have had a long history of presenting informations that was not appropriate or applicable to classroom use. Inservice programs were known for one way communication from the presenter to the recipients, but with little intercommunications between the two parties.

It had been a general trend for inservice components to address subject areas that had not been requested by the recipients. Instead, the areas of concern that were targeted had been so prioritized by county supervisors and were administrative in nature. Frequently inservice components were even sales presentations presented by publishers' representatives. In addition to the inservice components not addressing the concerns of the teachers, these inservice were given to large groups of teachers at one designated location.

Briefly stated then, teachers had expressed the need and desire for school-based inservice components but were reluctant to be presenters or participants in such inservice.

Documentation of the Problem

The county's Teacher Education Center conducted a survey in the spring of 1986 (See Appendix A) . After analyzing the survey results, it was determined that the teachers at the elementary school desired to have school-based inservice components as opposed to county-wide components (See Appendix B). Their responses reflected the general opinion that school-based inservices would be appropriate and meaningful because the component subject areas would be designed to address the special needs of the individual schools.

Informally, teachers had expressed a variety of opinions on the subject of inservice components.

One teacher commented, "We really need to open our communication lines, but who has time to communicate."

A member of the kindergarten team suggested," I would love to share ideas during our team meetings, but there never seems to be enough time. By the time we get through with the business agenda, it is time to go."

At the mere mention of inservice some teachers cringed. At one point, one special area teacher said, "I'm tired of going to inservices that don't even remotely help me with my own classroom. The person usually giving the inservice has had little or no classroom experience. As far as I'm concerned, they are a waste of time."

Another teacher had stated in the past and continued to maintain that she did not believe in inservice. "Unless I am required to go, I won't."

When the writer brought up the subject of school-based inservices at a team leaders' meeting, referring to their responses on the county's Teacher Education Center's Needs Assessment Survey (See Appendix A), several team leaders made no comment. One team leader said she would be on the team but couldn't get up in front of people to give an inservice. She continued by saying, "I wouldn't know what to talk about or how to go about making an interesting presentation." The others were in agreement. They stated that it sounded like a good idea because the school needs a school-based program.

One team leader expressed frustration when he stated, "Maybe if we had our own inservices, we could get what we ask for. Every year we respond to a questionnaire or survey asking what areas we would like addressed for inservice components. Every year the powers that be ignore our concerns and give us the same boring and uninformative sessions."

Analysis of the Problem

Teachers who were confident and competent in the classroom felt reluctant to speak publicly outside of the classroom setting. They were the "absolute" authority in their own classrooms but expressed timidity, inhibitions, and insecurity outside of that realm. Teachers appeared to lack confidence for sharing information because they expected negative reactions from inservice participants.

There had been no communications from the county office as to what areas teachers had deemed important according to the recent needs assessment survey. The results of the county-wide survey were obtained by the writer from the county office upon request, but were not sent out to the teachers of the county as a matter or course.

To compound the problem, there was no model presentation format guide for teachers to use for the delivery of inservice information. This factor could also have been a contributor to teachers' reluctance to be presenters of inservice components.

Bibliographic Research

The practicum focused upon teachers' reluctance to be presenters and/or participants in school-based inservice components which they had expressed the need. The goals of the bibliographic research were threefold: (a) to describe the reluctance of teachers to be presenters/participants in school-based inservice components; (b) to list some possible causes of this reluctance; and (c) to describe possible procedures/strategies designed to reduce teachers' reluctance and to promote the participation of teachers as presenters/participants in the school-based inservice components.

First it was important to describe the reluctance that teachers had exhibited and expressed concerning inservice components.

Master (1978) stated that teachers often travel to after school inservice sessions laden with needlework, newspapers, knitting or novels. According to Master, teachers frequently look forward to hours spent after school as "unwinding time" during which they could rest from their usual school labors. Teachers are not attracted to after-school inservice and use excuses such as, "I'm too tired" or "I don't have time".

Teachers feel anxious and/or inadequate explained Flatter and Koopman (1976). Teachers do not see their teaching environments as safe and supportive. They do not perceive their positions as important, worthwhile and appreciated.

A teacher in Flatter's and Koopman's study emphasized "I am constantly reminded in memos, faculty meetings and inservices that I must meet the needs of the kids; but my needs are not met."

Lickona (1976) described some teachers as lacking confidence in their abilities to impart information. They are equally skeptical about their influence/power to impact a situation . Teachers believe that their scope of influence does not extend beyond the doors of their own classrooms.

For causes behind these reluctant feelings of teachers with reference to inservice components Mill (1977) suggested the following as possible contributing factors: (1) involuntary attendance at sessions wherein "others have decided that a training program would be a good thing"; (2) prejudice against experiential learning per se; (3) the sessions seen as just one more in a series of oversold events which have produced little in terms of significant change; and (4) the predictable resistance met whenever the training is part of a larger organizational change effort: people are always unwilling to accept changes that may disrupt their customary ways of thinking, feeling, and behaving.

Chew and Schlawin (1978) discussed attributes that often characterize inservice programs. They stated that many inservice programs patronize teachers instead of capitalizing on the expertise they have developed in the classroom. Too often, the leaders of the programs were models exhibiting poor teaching techniques instead of models demonstrating good practices and strategies.

Teacher inservice is rarely a teacher-sponsored grass roots process analyzed McKeel (1979). Inservice sessions are usually not teachers with common needs meeting in local workshops designed and led by another teacher with support from the school's principal and district supervisors.

Flatter and Koopman pointed out that "there is a primary acknowledgment of the teacher as the vital key to the success of education and yet often the most ignored essential component". (p. 116) They stressed that professional organizations represent teachers in demands for compensation, work loads, and job benefits, but the teacher as a person relating to children, parents and colleagues is rarely the focus of attention. Parental and administrative relationships with teachers are frequently limited to demands for higher standardized test scores and criticism of classroom procedures and pupil conduct.

Flatter and Koopman continued by suggesting that teachers are often the targets of criticism and demands; but when they feel anxious or inadequate, when they seek help, encouragement and support in meeting the diverse needs of the children they seek to serve, more often than not the system provides no one to listen to their concerns and to share in supportive problem solving.

Over and over again teachers have spoken of lack of opportunities to meet with colleagues in a safe and supportive environment, to share the everyday challenges and problems which teaching involves and to mutually seek out alternative ways to meet these challenges.

Inservice components are for the most part ineffective if the components are not tailored to fit the group for whom the inservice is being given reflected Runkel and Schmuck (1982).

Neumann (1975) suggested that much of the current concern in American education has been with developing children's curiosity in order to stimulate their growth into competent individuals. This concern too frequently overlooks a basic origin of the competence that schools seek to develop - namely, the teacher. The teacher is the one who initially establishes the school's learning environment; provisions it with materials, activities and expectations; and then guides the interaction of the children.

In workshops with teachers, on both preservice and inservice levels, Neumann suggested action steps teachers can take to assess and develop their own competence.

Neumann believed that curiosity and competence in teachers lead to curiosity and competence in children. With this in mind, Neumann discussed workshops that are designed to help teachers assess and stimulate their own growth.

The guiding framework for her discussions centered around the following characteristics of awareness and competency: (1) flexibility - analyzing potentials for change and acquiring openness to it

(2) interaction - questioning and risking; dynamic involvement between self, others and environment

(3) pacing - allowing for individual needs and interests at different times

(4) information load - observing, seeking out and getting to know meaningful facts, skills, feelings

(5) impact - developing the novel, the unique

(6) internal control - recognizing sources and reasons, trying to become originators of what happens in our lives

(7) intrinsic motivation and reinforcement - identifying the incentives and pay-offs in a situation, establishing those that are meaningful

(8) suspension of reality - exploring, risking, acquiring new approaches and new viewpoints.

Because Chew and Schlawin had been subjected to too many poor inservice workshops, they believed that workshops should be practical and dynamic. To accomplish this goal, they stressed the involvement of the teachers in the workshop activities. Performing the activities that will interest the children will involve the teachers in analyzing the skills being practiced in the activities, in developing new activities, and in sharing their expertise with each other.

It was the experience of Chew and Schlawin that workshops that divided participants into groups of five to seven were ideal for this activity work.

It is vitally important at the end of each workshop presentation stressed Chew and Schlawin for the groups to discuss applicability, practicality and adaptability of the presented activities for the classroom. In addition, materials developed at the workshops should be duplicated and given to each participant.

It was the experience of MacDonald (1978) in conducting inservice workshops that teachers were interested in 1) Gaining some knowledge of the theoretical or research concepts which underlie a content area; 2) Becoming directly involved in activities which are immediately usable in the classroom and which are based on the theoretical concepts; 3) Gaining information and support from the interaction process among participants; 4) Refreshing their knowledge of sound instructional techniques; and 5) Having a good time while learning. They were not interested in 1) Hearing sermons about supposed deficiencies; 2) Sitting for hours while someone flips unreadable transparencies; and 3) Listening to lectures by someone who might not be able to survive in an elementary or secondary classroom.

Mc Keel (1979) stressed the importance of teacher "ownership" in an inservice model. "A successful model is first teacher-centered offering a system that exposes teachers to...the instruction for which the teachers have expressed need. Second, the model reveals previously undeveloped opportunities for professional growth and renewal". (p. 46)

Mc Keel found that teacher-sponsored inservice models work best if four conditions were met - need, time, active participants and conducive environment. Need is defined by Mc Keel as the current concern of teachers for information to meet instructional purposes. Time is scheduling instructional sessions within school hours. Active participants are teachers who have expressed a need for common information. The conducive environment, according to Mc Keel is made up of the physical setting and affective climate of an instructional session.

The 'education as a human relationship model' was developed by the Institute for Child Study at the University of Maryland. This model is currently being implemented at the university in their Teacher Self Study Program. The model recognizes the fact that the quality of interpersonal experiences has a profound effect on all learning outcomes, both cognitive and affective. While attending to important education factors such as curricula, media, teaching methods, evaluative instruments, and physical plants, the education as a human relationship model focuses upon the one crucial variable all too often forgotten in the educative process - the teacher as person and interaction with other human beings.

The "self-help" aspects of the inservice program enables professionals to recognize, value, and utilize their own skills and experiences in professional growth and problem solving. It is the belief that "self-help" inservices are productive because contrary to the usual inservice programs, outside experts do not come to impose their recipe solutions to problems with which they have no direct contact or experience. The combination of teachers and administrators enables the participants to expand their understanding, empathy and appreciation for their shared, as well as unique problems and needs. The regular and frequent inservice meetings led by their own colleagues have resulted in what has been for most participants a rare experience in a supporting, respecting, caring, trusting and productive relationship.

Lickona described Project Change, a master's level program in person-centered education for teachers of preschool and elementary school children. First, Project Change operates on the ideas that people learn most effectively when they have a say in their learning. Therefore, in this project teachers are asked to make decisions about both content and mode of their experience.

Second, the project views teaching more as an extension of the kind of person one is than the performance of technical skills. Third, Project Change fosters a spirit of collegiality and the philosophy that experiencing a climate of respect leads teachers to value it and to work to create the same atmosphere in their own classrooms. Lickona stressed that this promoted equality also means distributing the responsibility as well.

Participants are encouraged to give feed back on their experiences. With this feed back the program can be reshaped so that the participants develop a sense of ownership, a feeling that they are partners in the process, and that they really do exercise a large measure of control over their own learning.

Fourth, an important ingredient in the atmosphere of collegiality is that the program tries to create the role that teachers can play as resource persons for each other. Finally, the project tries to help teachers develop practical ideas for a classroom that supports children's development, but was designed with the intent that a principal wellspring of the teacher's insights into teaching would be his or her own learning.

A staff development plan was implemented in Menlo Park, California. The plan encouraged small group interest meetings among its teachers. The district used a proposal form which was used by individuals or groups of teachers to request inservice on particular topics.

The curriculum and instruction committee of the plan used a procedure called " T 3", Teachers Teach Teachers, where staff members presented inservice to interested volunteers. The plan included using portions of regularly scheduled faculty meeting for inservice information as well as holding grade level and special interest meetings.

Williamson (1977) argued that contemporary needs of public education cannot be met merely through changing school practice. He believed that the contemporary needs of education demand a strategy for transforming the school into centers of inquiry and self-renewal.

In order for this process to begin, the school personnel must make a commitment to the goal of inquiry and self-renewal. The activities for reaching these goals should be clearly defined and shared. Communications before/during/ and after these activities must be direct and informal and shared with all the members of the faculty.

Williamson addressed the idea that a school should serve its own faculty by working toward a social purpose of fostering self-renewal education in the school and ultimately elevating its level of consciousness as to individual and group needs.

Sheppard (1976) pointed out the following important factors involved in producing change. First, the intended purpose should continually be focused upon. Second, the change agent needs to understand how those involved in the problem area see themselves and their situation.

Third, the change agent should not build resistance to a movement by being the sole decision making body. Fourth, to be an on-going project, resources must be built. The change agent/facilitator should not act alone. Changes can take place more smoothly when they are facilitated by a group/team.

Fifth, win-lose strategies should be avoided because they deepen conflict instead of resolving it.

Sixth, the facilitator should load experiments for success. The Hawthorne effect could be used. Experiments usually succeed when participants feel ownership.

Seventh, the facilitator should encourage as many people to participate as possible. If many possible participants are catalyzed with the facilitator bringing them together to coordinate their efforts, the entire program can begin to move.

Eighth, the facilitator's job should be to help the possible participants to discover and build on their commonalities, so that they will have a foundation of respect and trust which permit them to use their differences as a source of creativity.

Ninth, the facilitator should capture the moment. A good sense of relevance and timing is vital to the success of any change process.

Baldridge and Deal (1977) recommended that inservice programs should contain three essential elements; the macro design, the micro design, and the evaluation. The macro design element involves assess the need for and planning the sequence of intervention events aimed at the diagnosed weak/needy areas. The micro design elements are the specific training or consultive events which are addressing the needs determined in the macro stage. The evaluation element takes place after each micro element and periodically during the course of the macro design element. These evaluations are joint efforts by all involved in the design elements with the purpose of making changes for improvement of the design a continuing process.

Baldridge and Deal suggested that often the human elements of a program can determine its success. During the course of an inservice component, there must be sufficient communications between the presenters and participants to promote trust, rapport, legitimacy, credibility, and dependability.

In order for staff development programs to reflect improvement of teaching skills, colleague support groups must be active. Vaughan (1985) emphasized that the organization should exhibit support for its members and recognize the need for interdependencies and cooperation. The organization needs to support the expression of differences in opinions, values and feelings.

If staff development is a goal of an organization, then clear statements must be made by the members of the organization as to which competencies are considered a priority and precisely what are the shared expectations in reference to these competencies. Members should communicate freely their concerns in order to establish trust, well being, investment and openness from the outset. If the communication lines are not established, suspicion, dissatisfaction, caution and reserve will inhibit progress toward the goal of staff development.

Katz (1984) believed that in order to help teachers with their teaching, inservice programs must motivate teachers to feel confident in their own abilities to problem solve. If teachers can experience success at an initial inservice session they will become supporters of later scheduled events at the very least, with the possibility of becoming active participants.

In order to implement changes in an organization, Harvey and Brown (1976) emphasized that clarifying the goals that are valuable to the group and to its individual members is essential. In order to accomplish this, the members must be prepared for:

(1) harnessing the need for affiliation

(2) promoting interpersonal contact

(3) developing norms for the exchange of support

(4) speaking with authority and assertiveness

(5) defining goals that are compatible with personal interests

(6) giving support for effectiveness

(7) lending support to one another in order for individuals and groups to feel confident in their abilities to solve problems effectively

(8) taking immediate steps toward program improvement

(9) building awarenesses of the discrepancies between what is and what everyone wants.

Runkel and Schmuck characterized effective inservice models as those that are tailored to fit the characteristics of the participants who will be using them. Tailoring the means assessing the design components to predict their feasibility and utility and monitoring the progress made during each session so that the next component can fit new organizational characteristics.

If the project is to be self-sustaining, the organization will have to develop new structures and procedures to accommodate continual problem solving sessions. If cognitive and affective changes are occurring in the organization, norms, roles, influence patterns and communication networks should be becoming more receptive and responsive - the culture of the school should be becoming different.

Research confirmed that teachers are often reluctant participants in inservice components. Their reluctance in part comes from previous negative experiences with inappropriate/unrequested/poorly presented inservice. It seemed to be the consensus of opinion that teachers would become active willing participants in inservice components if they felt they had ownership in some phase of the inservice process.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Statement of General Goals

The goal of this practicum was to institute an on-going inservice program that utilized the resources of the school-based personnel. In order to reach this goal, four objectives needed to be met:

(1) Develop willingness on the part of the faculty to volunteer or accept the invitation/request of other faculty members to facilitate/present an inservice component.

(2) Develop the model with its components.

(3) Compile a media center resource file for each inservice component.

(4) Integrate the learnings into the classroom.

Inservice Model Expectations

The initial participation in the beginning stages of the inservice model was expected to be 10/66 possible participants. This number of participant/volunteers was expected to result after the findings of the TEC Needs Assessment Survey (See Appendix B) and the component guidelines (See Appendix D) for a school-based inservice were presented at a full faculty meeting. These volunteer participants were to be obtained following the presentation by means of the Volunteer Request Form (See Appendix C).

It was projected that nine inservice components would be presented during the course of the implementation period of the practicum. The individual component format as well as the inservice plan as a whole was focused around the CIPP model for evaluation developed by Stufflebeam and others. The evaluation instrument (See Appendix E) which was to be used for the model and each of the components was to provide information that complied with the CIPP model. This information, provided by the participants, was to be used to make modifications of the individual components and/or the model plan as a whole when necessary. Comparisons were also to be made based on the number of respondents requesting the inservice and the actual number of participants attending the component. It was expected that 80% of those requesting each inservice would be in attendance. It was expected that 50% of the participants at each component would suggest areas to be modified regarding the model as a whole and/or the component.

The resource files on each component that were to be housed in the media center were to include a check out form (See Appendix F). It was expected that each file would be accessed for information three times during the course of the implementation period.

To determine the extent to which the inservice component participants were able to implement strategies and information received during the components, each participant was to be requested to fill out the Classroom Implementation Form (See Appendix G). It was expected that 25% of the participants would return the Implementation Forms. These forms were to be placed in the resource files after the presenter of the component had the data.

In order to record the progress and any unexpected events during the implementation of the practicum, a log (See Appendix J) was to be kept daily.

Evaluation Instrument

The CIPP (context, input, process, product) model stressed the importance of obtaining useful information for judging decision alternatives. This model's purpose was to insure the obtaining of pertinent data that would needed for planning, programming, implementing and recycling decisions.

This strategy from which the evaluation instrument was modeled was selected for several reasons. First, it was to provide information that would lead to the detection of defects in the inservice model and/or individual component design or implementation. Second, it was to provide information for the presenters and the facilitators, members of the inservice team, who were to make decisions concerning mid-course corrections, additions, modifications or deletions regarding the individual inservice components and/or the inservice model as a whole.

CHAPTER IV

Solution Strategy

Flatter and Koopman (1976) held basic beliefs that underlie their inservice self-study program. This inservice program was based upon four basic beliefs about human beings and learning:

(1) All human beings are valuable and deserve to develop to their fullest potential.

(2) Human potential is achieved largely through an environment supportive of relationships and interactions that meet human needs.

(3) Insight and awareness of oneself in actual interaction with others is the basis for enduring solutions to daily problems, for fuller realization of one's goals and aspirations, and for greater personal and professional satisfaction and achievement

(4) Effective problem solving is most likely to occur when learners examine and study their own actual life experiences.

From an experiential point of view, the program sought to provide group learning experiences in which teachers:

(1) Approach the learning experiences with a sense of challenge, confidence, and joy

(2) See themselves as worthwhile persons and have an active positive regard for the colleagues, students, and parents with whom they work

(3) Become willing to take risks, make commitments, become involved, and accountable for their actions

(4) Have a sense of awe and wonder about the capacity for human growth and development and about their own ability to enhance the quality of human experience

(5) Are creative, curious, self-directed, and open to new experiences

(6) Recognize that their own actions can influence the course of events in the field of education

The program incorporated goals which are directly applicable in the professional endeavors of teachers. In this regard the program sought to provide a learning experience in which teachers:

(1) Develop an understanding of personal and professional social systems, in terms of interactions between teachers and pupils, teachers and parents, and teachers and colleagues

(2) Become aware of basic human needs and discover ways which fulfill these needs for themselves and others

(3) Develop and reassess personal and professional values

(4) Develop social skills including conciliation, persuasion, honest communication, and group decision making

(5) Develop and share the skills of speaking, listening, critical thinking, and problem solving

(6) Utilize the above skills and knowledge by implementing new strategies and plans for classroom and professional experiences.

Flatter's and Koopman's program which sought to provide effective learning experiences for teachers that can be directly applicable in the classroom offered in a supportive, interactive climate was appropriate for the purposes of the practicum. Their program was particularly applicable because they believed that education is a human relationship. It is a relationship which ideally should stimulate curiosity, raise questions, engage persons in problem solving activities, develop functional intellectual, vocational and interpersonal skills and confirm in each individual a concept of self-worth, self-esteem and self-confidence.

These elements were to be vitally important to a school-based inservice program that utilized school-based personnel.

McKeel (1979) came to the following conclusions after participating in a teacher sponsored inservice model:

(1) The essence of the teacher sponsored inservice model is its grass roots approach. One teacher can be the catalyst for curriculum change.

(2) A unique part of the model is that teachers accommodate and supply teachers' needs.

(3) Open and active support by the principal, rather than formal leadership, is important in order to legitimize

new procedures sponsored by a teacher.

(4) Sound instruction is possible when improvement of teaching goes on regularly with a faculty, promoted by forms of peer teaching.

(5) Access to information, based on common instructional needs, stimulates teacher interaction and provides an impetus to increase commitment to the field of teaching.

(6) Systems promoting communication between principal and teachers are vital if teachers are expected to have creative input into teaching.

A school-based inservice program utilizing school-based personnel should give attention to and heed the recommendations of McKeel. Of particular importance was the supportive rather than leadership role of the principal.

Chew and Schlawin (1978) felt they had been trained well in the four years that they had been leading inservice workshops. Their training came from the evaluations and suggestions for improvement that they requested at the end of their sessions. They suggested the format of inservice workshops should be as follows:

(1) Objectives of the workshop explained

(2) Information output

(3) Activities with teacher participants

(4) Discussions concerning information and activities focusing on applicability, practicality and adaptability

(5) Participants planning classroom activities to suit

particular needs

(6) Material developed at the workshop given to all participants

(7) Evaluation in the form of open ended statements

(8) Teachers' follow-through in the classroom with workshop developed activity

(9) Teachers' follow-up with critique of activity sent to inservice presenter

(10) Culmination of inservice with presenter sharing critiques of classroom activities with participants.

The suggestions made by Chew and Schlawin were vitally important if the ultimate goal of teacher inservice is improved instruction in the classroom which benefits the students.

Neumann (1975) reminded that much of our current concern in American education centers around developing children's curiosity in order to stimulate their growth as competent individuals. This concern too frequently overlooked a basic origin of the competence, namely the teacher.

In workshops with teachers, she sought to suggest action steps they can take to assess and develop their own competence. Together with the teachers she explored awareness of relationships with self, with children and with the environment.

The framework for discussion centered around eight characteristics of awareness and competency. These eight characteristics are flexibility, interaction, pacing, information load, impact, internal control, intrinsic motivation and reinforcement, and suspension of reality.

In exploring the relationships with self, with children, and with the environment, there were four areas of inquiry to address. These areas were getting comfortable, taking stock, accentuating the positive, and risking. Neumann believed, "Once we have honestly assessed ourselves, our goals, and our ways of coping, we can decide what to keep, what to change, and what to throw away, in order to become more aware, curious, growing, competent individuals." (p.250)

Neumann discussed the need for teachers to feel confident and competent. If teachers do not feel confident and competent, they will not volunteer to be presenters in an inservice program. It is hoped that if the inservice components are a team effort, presenters will feel confident because they have the support and assistance of the inservice team.

"Inservice education - not a spectator sport," stated Master (1978). (p. 597) Teachers attending inservice workshops need to be actively involved in the workshop's activities. Teachers hesitate to reveal themselves. It often takes more than one exercise or activity to warm them up to being receptive and relaxed enough to enjoy the session.

The inservice instructor must create and maintain a non-threatening, positive environment, enlivened with humor so that teachers will be willing to work and share. Initially it is essential for the inservice presenter to demonstrate with his/her own examples rather than asking one of the participants to do so.

In a school-based inservice program where the presenters and the participant know each other, warm up exercises may not always be necessary. However, the point that Master made with regard to using the presenter's example in demonstrations rather than participant's was suggested in the component guidelines.

Lickona (1976) explained that Project Change was a person-centered approach to teacher education. It provided opportunities for teachers to collaborate on tasks, pool resources and experience a sense of mutual support. It enabled teachers to learn and develop through their own experiences.

The characteristics of Project Change were that the teachers themselves made the decisions about what and how they were to learn. Competence was defined in terms of new personal growth. All participants in the project, participants and staff, were responsible for making the inservice a good experience.

The project sought much feedback - individually and in groups, verbally and in writing.

Participant feedback was helpful in crystallizing the conviction that it was really a good thing if something went wrong. Each participant needed to assist in reshaping the program in order to develop a sense of ownership, a feeling that they were genuinely partners in the process, that they really did exercise a large measure of control over their learning.

Teachers teaching each other was another characteristic of Project Change. Teacher instructors not only had on-the-firing-line expertise and credibility, but they also provided compelling role-models for their colleagues. They set an example of confidence and competence that did much to enhance teachers' sense of being professionals, capable of knowing and speaking with authority about the process of teaching and learning.

Project Change strived to give teachers the opportunity to develop as leaders of educational change. To do this, the teachers had to develop the skills of identifying a school need, organizing a support group of key persons to help with planning and work, getting the green light from the powers that be, raising, whatever money was required, generating favorable PR, implementing the change, and securing its continuation.

The final characteristic of the project was that it enabled participants to develop ideas for teaching from their personal experience as adult learners. It was the intent that a teacher's insights into teaching would be his or her own learning. This was a projection that the teacher's growth as a learner, as a person, would pay dividends for an entire career.

The characteristics of Project Change were incorporated into the school-based inservice model which utilized school-based personnel. Participants were given the opportunity to collaborate on tasks, pool resources and experience a sense of mutual support. They were encouraged to give feedback to presenters and to the inservice team in order to reshape the program.

Inservice participants were given the opportunity to develop as leaders not only at the school level but to grow as individuals in the community as well.

MacDonald (1978) received his insights into inservice for teaching through conducting inservice workshops. His insights were that teachers are interested in 1) research's findings, 2) readily usable classroom activities, 3) interactions with fellow teachers, 4) refreshing their instructional techniques, and enjoying their inservice experience.

The school-based inservice model with teachers addressing concerns of other teachers focused upon MacDonald's four insights.

The Menlo Park staff development plan encouraged small group interest meetings. Small groups or individuals were encouraged to request inservice topics. The curriculum and instruction committee of the plan used a procedure of teachers teaching teachers. In this way, teacher staff members presented inservice to interested staff volunteers.

The school-based inservice model using school-based personnel relied on the "T 3" method of teachers teaching teachers.

Description of Selected Solutions

Researchers believed that in order for a school to be transformed into a center of inquiry and self-renewal, school personnel must make commitments to inquiry and self-renewal. The activities that will enable the school to reach its goal must be shared by the faculty.

Communication lines were to be established before, during, and after each of the activities that were direct, informal, and two-way. With open communication lines, individuals could begin to work as teams to build strength and momentum in working toward the shared goal of inquiry and self-renewal.

Teamwork and the feeling of cooperation and ownership would encourage activities that could be built on differences as well as commonalities. Through the team approach, the voluntary attendance and participation in the school's inquiry and self-renewal activities would increase because the activities that would be planned would have been requested,thus being appropriate and relative to the needs and interests of the participants.

Researchers warned that change is a slow often struggling process. The resistance that was bound to occur must be met with understanding. This resistance must not terminate the strivings of those individuals who wish to begin on the road to inquiry and self-renewal. Researchers believed that with positive, supportive attitudes progress toward personal growth is possible and probable.

The teachers at this elementary school had expressed the need for school-based inservice components because they were eager for ideas and information, but time was of the essence. The solution to this problem was to implement a school-based inservice model that utilized school-based personnel as facilitators. Teachers were encouraged by the fact the inservice components were to be offered for their inquiry and self-renewal were in the subject areas they requested, and given by their peers. Possibly most important was that they would not have to disrupt their routine greatly because the inservice components would be implemented at their school base.

The proposed model contained the following strategies:

(1) Meetings with the principal and assistant principal to establish support for the proposed school-based, personnel-facilitated inservice model

(2) Informal meetings with team leaders to seek initial support team members and report on TEC Survey results

(3) Informal conversations with those interested in TEC Survey results

(4) Presentation to the faculty that reports the TEC Survey results, explains the proposed inservice model, refers

to teachers' reluctances quoted in research and the suggested causes for the reluctances, itemizes what research has determined that teachers want in their inservice components suggests the advantages concerning the opportunity to plan, implement, modify and evaluate their own inservice program, seeks volunteers for the inservice team and/or to be presenters, and seeks to determine personal request presenters

(5) Meetings with volunteer inservice team members to coordinate team's work on fine-tuning the individual component model and jointly agreeing on the ways in which the team can facilitate the model as a whole as well as to facilitate and assist the individual component presenters.

(6) Work sessions for the inservice team to assist volunteer presenters in plugging their information into the cmponent model and to assist the presenters before, during, and after their individual component presentations; to discuss the evaluation tool for the individual components; and to assist the presenters in preparing the component information to be placed in the component's resource file in the media center

(7) Schedules posted for the inservice components known to date. With this schedule, supply general information of the upcoming component and provide a form for the prospective participants to make known their expectations/special requests of the upcoming presenter

(8) Individual component presentations

(9) Follow-up for each component

a. develop evaluation questionnaire for participants

b. develop classroom implementation forms given to each participant to be returned to the presenter and finally placed in the resource file for that component in the media center

(10) Inservice team/presenter post-presentation sessions to review evaluations and to modify component model and/or inservice model plan where recommended.

(11) Evaluations of the progress quarterly of the inservice model by means of a questionnaire with open-ended questions to determine the following :

a. productivity of inservice model

b. growth of inservice model

c. recruitment of new presenters

d. updates on planned components

e. course corrections

(12) Final questionnaire for the purpose of:

a. inservice model assessment

b. inservice model modification

c. recording of reasons for those not attending

d. recruitment

Steps for Implementation of the School-based Inservice Model

(1) November, 1986 - Outline

(2) December - Proposal

(3) January, 1987 - Approval

(4) February, 1987 - Presentation to faculty

(5) February, 1987 - finalizing component model and plugging presenters into guidelines for component model

(6) February. 1987 - volunteer to be first presenter

(7) March - June, 1987 - presentations

(8) June - August, 1987 - facilitating fall presenters

(9) January, 1988 - school-based inservice model evaluation

(10) February. 1988 - program report to faculty

(11) March, 1988 Final Report

Report of Action Taken

Approval of the school-based inservice model was granted by the principal and assistant principal on January 12, 1987. Both school administrators were enthusiastic about the program and agreed to support the faculty and staff in this undertaking.

On January 14, 1987 the recruitment presentation (See Appendix K) was made to the faculty and staff of the elementary school. The presentation reviewed the short comings of the usual mandated teacher inservice programs. These short comings of inservices programs include (1) teachers' needs not being addressed, (2) teachers' attendance not being voluntary, (3) lack of teacher involvement in the planning and topic selection for the components, (4) presenters more often than not being unfamiliar with the problems of managing a classroom, (5) teachers' reluctance to being presenters themselves, (6) the lack of component guidelines on the techniques of planning, presenting and following up of inservice components, and (7) inservice components not being offered at convenient school sites.

As a result of the presentation, thirteen persons volunteered to serve on an inservice facilitating team. Ten faculty members volunteered to make inservice presentations (See Appendix L) and requests were made of seventeen faculty/staff members (See Appendix M) to make presentations on specific topics. In addition, four topics for inservice components were requested without naming a specific presenter.

On January 20, 1987 an informal meeting of the inservice team was held to determine the most convenient day of the week on which to schedule team meetings. An agreement was reached to schedule the meetings on Mondays.

On January 26, 1987 the first formal inservice team meeting (See Appendix N) was held . Notebooks with information packets (See Appendix O) were distributed to each team member and to the principal. The inservice information contained in the notebook included practicum materials, practicum time frames, proposed inservice forms and formats, and a list of team members, volunteer presenters, requested presenters and/or topics.

The team studied an overview of the research identifying the elements and procedures which, according to research, are contained in effective inservice programs. A discussion of and confirmation of these elements and procedures was necessary to lay a solid foundation for the team to begin the building of a school-based inservice using the school's own personnel as presenters and facilitators.

The team learned that open and active support of the project by the principal was most important if the teachers were going to become involved with the program. The point was stressed that the principal must be supportive but not dictating or mandating. In order for teachers and staff to feel ownership and willing to take risks, the personnel must be volunteers. These volunteers must feel free to give feedback and make suggestions under non-stressful, peer-supporting circumstances. Edicts from the administration would eliminate this necessary element.

The team discussed the importance of open communication lines in all areas of the inservice program. Open communication lines would contribute to and help to insure team work and cooperative efforts by the team, the presenters and the participants. This team work and cooperation was hopefully to lead to interactions that would lend support to those involved as well as to the inservice program as a whole.

The need for feedback from the participants was discussed as one of the team's priority issues. Participants being assured that their evaluation responses and comments were appreciated and would be utilized was to be placed in a paramount position with the team and the presenters. It was hoped that from this priority participants would also come to feel ownership in the inservice program. This feeling of ownership would lead the participants to become more active in the program by volunteering to serve on the inservice team and/or to be presenters of future components.

After reviewing this information in their notebooks,the inservice team agreed to meet again on February 2, 1987 to clarify the inservice team's role and responsibilities with regards to the inservice plan. Suggestions were to be presented with reference to reworking/improving the proposed inservice forms and format.

The inservice team requested individual copies of the minutes of each team meeting to be placed in their notebooks for future reference. The principal was also to receive the team's agendas and minutes.

The team decided at the first meeting to plan to meet weekly for at least the first month and then on a monthly basis thereafter.

On January 28, 1987 the minutes of the inservice team meeting were distributed to the team members and to the principal. The minutes of all future team meetings were to be distributed during the duration of the implementation period.

The second inservice team meeting (See Appendix P) was held on February 2, 1987. The team itemized the facilitators' role/responsibilities with regards to the component presenters. The facilitators for each component were to:

(1) Meet with the presenter/s to assist in planning presentations. This planning was to take into account the specific requests of the participants.

(2) Hold presentation practice sessions with the presenter/s.

(3) Make content/activity suggestions.

(4) Keep presenter/s within time restrictions for presentations.

(5) Make arrangements for audio-visual equipment for the presentations.

(6) Be responsible for duplication of handout materials for the presentations.

(7) Make intercom announcements for and written reminders for participants about the upcoming inservice components.

(8) Attend the presentations and facilitate the presenter/s as requested.

(9) Hold follow-up session/s with the presenter/s for the purpose of giving feedback on the presentation and to

review the component evaluation.

(10) Assist the presenter/s and the participants with the materials to be placed in the component's resource file.

The inservice team made revisions on the Inservice Request Form. the Individual Component Guidelines Form, The Checklist Form, the Presenter Information Form, and the Inservice Presentation Announcement Form (See Appendix Q).

A concern arose at this meeting in reference to the formality of the proposed Evaluation Form. The team made the decision to allow the presenters the flexibility of having the choice of using the inservice model's Evaluation Form or constructing one of their own.

Decisions were made as to the contents of the Presenter Packet (See Appendix R) and the Participant Packet (See Appendix S).

One of the inservice team members volunteered to be in charge of the inservice bulletin board (See Appendix T) that was to be placed in the office.

It was the consensus of opinion that Mondays would be the best days on which to schedule the components.

The third inservice team meeting (See Appendix U) took place on February 9, 1987. The revisions to the forms suggested at the February 2, 1987 inservice team meeting were approved. The format for the bulletin board was also approved.

At this meeting one of the inservice team members volunteered to be the first presenter with the idea of field testing the component guidelines and checklist. Another team member volunteered to be facilitator. A third team member volunteered to check with those faculty members who had been requested via the survey to make inservice presentations. The purpose being to ascertain their willingness to be presenters and get confirmation from them.

On February 16, 1987 (See Appendix V) a team member reported on the requested inservice presenters. Of the seventeen requested presenters, fourteen accepted the requests and made a commitment to be presenters. A list was compiled of the presentation topics and their presenter/s (See Appendix W).

On February 18, 1987 the faculty and staff met to make commitments as participants in the inservice components. These selections would be made based on the needs, concerns and interests of the prospective participants.

Several members of the inservice team tallied the results thus making a master list of participants for each component (See Appendix Z). A meeting with prospective presenters was scheduled for February 25, 1987. At that time the presenters were to select their facilitators from members of the inservice team, select dates for their presentations, receive the list of participants for their inservices and be briefed on the information in the Presenter Packet and the Participant Packet.

On February 23, 1987 the first inservice took place.

On February 25, 1987 (See Appendix Y) the inservice team met with the presenters. Together they reviewed the role and responsibilities of the facilitators and the presenters. The packets were distributed and explained. Each presenter received his/her list of prospective participants (See Appendix X). These lists would be used in planning the inservices and would also be placed on the inservice bulletin board as information and reminders for the participants. As had previously been scheduled, the presenters made their facilitator selections and calendar dates. Following this meeting on February 26, 1987, the inservice component schedule (See Appendix Z) was posted on the inservice bulletin board.

At the March 2, 1987 inservice team meeting (See Appendix Z) the team received the master list of all the planned inservices, each inservice's presenter/s, facilitators, and participants along with the calendar time frame of the inservices.

A report was made by the first presenter and her facilitator on outcome of the first component. The team noted and discussed their cautions, concerns, and recommendations.

The quarterly evaluation dates were named by the inservice team. It was decided that the quarterly evaluations should take place after every five inservice components. The quarterly evaluation dates selected were April 2, 1987, September 16, 1987, October 21, 1987 and January 11, 1988.

On March 16, 1987 the second inservice component was presented.

March 23, 1987 (See Appendix AA) was scheduled for an inservice team meeting. At that meeting the second inservice component was discussed. Reports by the presenter and the facilitators were made.

It was announced that the next scheduled inservice was to be rescheduled at a later date because the presenter's schedule had not permitted sufficient preparation time.

After discussion on the Resource File Check Out Form (See Appendix F), it was determined that the regular library check out procedures would be more appropriate. A suggestion was made by several team members to extend invitations for some of the upcoming inservice components to other schools in the district.

On April 6, 1987 the fourth scheduled inservice took place followed by a component on April 13, 1987.

During the April 15, 1987 inservice team meeting (See Appendix BB) the previous two inservices were discussed. The upcoming quarterly evaluation was also a subject for discussion. The team expressed apprehension over a totally open-ended item evaluation instrument. It was feared that few evaluations would be returned if participants were required to spend a great deal of time responding to the questions/statements on the form. The decision was made to use the individual component evaluation instrument with the last item modified (See Appendix CC) for the quarterly evaluations.

The first quarterly evaluation survey was given to all faculty and staff members who had participated in any capacity in the inservice project. The results of the survey, distributed on April 22,1987, were tabulated by the inservice team. The results (See Appendix DD) were noted by the team. Also discussed at this meeting was the problem of classroom implementation forms being completed and returned to the facilitators of the individual components. In order to expedite the returns of the classroom implementation forms, a decision was made to add a name line on the form. In this way the facilitators could compare the participant list with those returning the implementation forms and be able to remind the appropriate persons to return their forms.

Team members were asked to consider whether or not they wished to serve on the 1988 inservice team which would begin its service in February, 1988. This issue was addressed at this time because several faculty and staff members had expressed an interest in being presenters and/or making inservice/presenter requests. These future components would require inservice team facilitators. Because it would not be time efficient for the prospective presenters to choose facilitators that would no longer be on the team in February, 1988, this decision to be made by the team members became imperative.

The team also discussed the possibilities of repeats of inservice components, and the need to review the original needs assessment survey to determine how many requests were not being met by the planned inservice components of 1987. It was decided that a new assessment survey should be planned for October,1987 to determine if the needs and concerns for these unaddressed inservice needs still existed. Also to be gained through this survey would be 1988 inservice team volunteers and 1988 presenter candidates.

The inservice components planned for May 4, 11, and 18, 1987 were conducted as scheduled (See Appendix Z).

The last inservice team meeting before summer vacation was held on May 20, 1987 (See Appendix EE). Determinations were made by team members wishing to continue service on the team in 1988. Unsolicited requests for component repeats were noted by the team. The team discussed the new needs assessment survey which was to be conducted in October, 1987. The survey was to include the six component topics requested but not addressed in the 1987 inservice component schedule. As heretofore mentioned, the survey would also include requests for team members and component presenters.

The inservice team planned an informal inservice to take place in the fall for new inservice team recruits. It was felt that "on the job training" with the members of the original inservice team would make the transition in January, 1988 smoother.

The results of the first quarter evaluation were reviewed. The recommendations were considered and were to be acted upon when appropriate for the fall 1987 and any future inservice components.

The last component for the spring of 1987 took place on June 1, 1987.

During the summer months, fall presenters and facilitators communicated and confirmed their plans for the fall inservice components.

The fall inservice team meetings began on August 31,1987. Bookkeeping problems with implementation forms and resource files were discussed. Updates on the component schedule were made and the fall survey was planned. The survey was to include requests for inservice team members, requests for volunteer presenters and requests for specific presenters with specific topics (See Appendix GG).

The Component on emotionally handicapped children was rescheduled due to presenter time conflicts.

The second quarterly evaluation was planned for September 16, 1987 and would be reviewed at the next scheduled team meeting.

The second scheduled inservice team meeting took place on September 16, 1987 (See Appendix HH). Two of the upcoming components were going to be made mandatory for the faculty. The principal felt that the entire faculty and staff would benefit from the components on emotionally handicapped children and learning disabled children.

At this meeting the second quarter evaluations were reviewed. The only comment made on the returned forms was "I think it's a great idea for teachers to be helping other teachers improve or learn new things."

The inservice components on "Library Know-How", "Organization and Record Keeping", "Big Books", "Criteria and Referral Process for Learning Disabilities", Autoharp" and "CPR" were presented on schedule (See Appendix II).

A faculty and staff meeting was called on October 21, 1987. At this meeting, the faculty and staff completed the third quarter evaluation of the inservice model. It became necessary at this point to give the 'State of the Project" report scheduled for February, 1988 at this October 21, 1987 faculty and staff meeting. It was thought to be necessary by the inservice team and the administration in order to recruit new volunteers and support for the on-going inservice project. The recruitment for the on-going project was carried out by means of a needs assessment survey (See Appendix JJ). After the faculty and staff meeting, the inservice team tallied the results of the quarterly evaluation and needs assessment survey.

At the November 2, 1987 inservice team meeting (See Appendix KK), the third quarter evaluation and the survey results were discussed. The quarterly evaluation gave the inservice team insights into problems that it had not anticipated. Three teachers responded to the evaluation by stating that they felt that there had been too many inservice components. They added that because of the components, they had gotten behind in their classroom responsibilities.

One classroom assistant commented, "As a classroom assistant, there are many inservices I would have liked to attend. But I have responsibilities to my last teacher of the day. She must receive equal time. I do not feel comfortable leaving during the last time slot for an inservice. I realize the inservices must be scheduled at a time most convenient for the teachers, for whom they are most beneficial."

The recruitment survey opened up the possibilities of six new inservice components, of updates and/or repeats of five previous components and of the rescheduling of four components where the presenters had run into conflicts. The survey also confirmed faculty and staff members' participation in the upcoming components. There were no new volunteers for the inservice team. However six present team members agreed to remain on the team.

The Art Evaluation component and the Gross Motor Activities component were rescheduled for February 1, 1988 and February 29, 1988 respectively.

An unscheduled inservice team meeting was called on December 7, 1987 (See Appendix LL). The purpose of the meeting was to touch base and update the team members regarding the information on the 1988 components, to remind facilitators to gather the materials needed for the resource files and to turn them into the media center, to report on problems with the implementation forms, and to discuss the final/fourth quarter evaluation.

The team decided to change the format for the last evaluation to open-ended statement format. It was hoped that this format would produce valuable suggestions that could be used to correct any deficiencies/problems with the inservice project prior to the commencement of the 1988 schedule.

The next three scheduled components were delivered as planned and the final evaluation for the elementary school's site-based, teacher facilitated and presented inservice project was completed on January 11, 1988.

CHAPTER V

Results, Conclusions and Recommendations

The overall purpose of this practicum was to institute an on-going inservice program at an elementary school that utilized the resources of its school-based personnel. Four objectives were instrumental in fulfilling the purpose of the practicum:

(1) Develop willingness on the part of the faculty to volunteer or accept the invitation/request of other faculty members to facilitate/present an inservice component.

(2) Develop a model with its components.

(3) Compile a media center resource file for each of the components.

(4) Integrate the learnings into the classroom.

The development of the school-based inservice model was accomplished and the terms of the model were implemented from January, 1987 through January, 1988.

The reception by the faculty and staff to the presentation of the plan to develop a school-based, faculty/staff facilitated inservice program was most positive. It was anticipated that 10/66 possible participants would volunteer during the beginning stages of the inservice model. The positive reception to the inservice model was evidenced by 12/66 possible participants volunteering to serve on the inservice team . It had been predicted that nine inservice components would be planned and presented during the course of the program. However, 17/66 faculty and staff members volunteered and/or accepted requests to present inservice components.

As a result of the combined efforts of these volunteers, twenty-three inservice components were planned with eighteen being delivered during the course of the practicum time frame between February, 1987 and January, 1988 (See Appendix Z).

In the planning stages of the inservice project, it was anticipated that eighty percent of those requesting each inservice would be in attendance when the inservice was presented. Comparisons of the number of those requesting an inservice and the actual number of attendants for each inservice were made (See Table 1, page 55). Twelve of the eighteen presented components met this goal.

Table 1

Comparisons of Number of Requesting Participants and Attending Participants for the Inservice Components

Component	# Requesting	# Attending
1. Getting Started	25	25
2. Discipline Model	15	13
3. Black English	13	12
4. Unit Teaching	13	9
5. Logo	17	20
6. Instructional	18	14
7. Assertive Discipline	26	28
8. Whole Language	12	16
9. Art to Evaluate	6	(rescheduled)
10. EH Students	15	(postponed)
11. Problem Solving	7	3
12. Organization	15	16
13. Big Books	13	17
14. LD Referrals	6	29
15. Autoharp	14	7
16. CPR	19	10
17. Creativity	5	(canceled)
18. Library Know-How	20	15
19. Gross Motor	6	(rescheduled)
20. Ceramics	2	5
21. Language	11	10
22. Individual	11	(postponed)
23. Spanish	8	13

* Component Titles
1. Getting Started with Computers
2. Discipline Model
3. Black English Vernacular Handbook for Teachers
4. Unit Approach to Teaching
5. Computer Logo
6. Instructional Materials
7. Assertive Discipline
8. Whole Language Approach to Learning
9. Using Art to Evaluate Children's Levels
10. Better Understanding of the Emotionally Handicapped Child
11. Problem Solving
12. Organization and Record Keeping
13. Big Books

14. Criteria and Referral Process for Learning Disabilities
15. Autoharp
16. CPR
17. Creative Thinking
18. Library Know-How
19. Gross Motor Activities
20. Ceramics
21. Language Development
22. Individualized Instruction
23. Spanish Speaking Children in the Classroom

At the end of each inservice component, each participant was asked to complete an evaluation form and make suggestions to modify/delete/expand/repeat the component. The percentage range of those attending the inservice components to those returning evaluation forms was from thirty-five percent to ninety-three percent (See Table 2, page 57). It was anticipated that fifty percent of the participants would return the evaluation forms with suggestions for improvement (See Table 2, page 57). Five of the eighteen components met this goal.

Table 2

Percentage of Inservice Participants Returning Evaluations with Suggestions/ Per Inservice Component

Component	Number	Evaluation Returns	Evaluation Returns W/Suggestions
1.	25	17	3
2.	13	8	1
3.	12	8	3
4.	9	8	0
5.	20	7	4
6.	14	1	0
7.	28	21	1
8.	16	7	2
9.	(rescheduled)		
10.	(postponed)		
11.	3	3	3
12.	16	12	6
13.	17	17	9
14.	29	5	2
15.	7	6	3
16.	10	10	10
17.	(canceled)		
18.	15	14	5
19.	(rescheduled)		
20.	5	5	1
21.	10	8	4
22.	(postponed)		
23.	13	13	10

The resource files were placed in the media center. It was expected that each file would be accessed for information three times during the implementation period. To date, these resource files have not been accessed except to place additional data and information in them.

In order to determine the extent to which the inservice component participants were able to implement strategies and information received during the components, each participant was to implement a strategy suggested by each presenter and to complete a Classroom Implementation Form as to the success of, or the adaptations and/or modifications required to implement the strategy. It was expected that twenty-five percent of the participants would return these forms. Ten of the eighteen components accomplished this goal (See Table 3, page 58).

Table 3

Return of Implementation Forms/Per Component

Component	Number Attending	Number Returned Forms
1.	25	10
2.	13	7
3.	12	2
4.	9	3
5.	20	6
6.	14	5
7.	28	10
8.	16	7
9. (rescheduled)		
10. (postponed)		
11.	3	1
12.	16	3
13.	17	4
14.	29	0
15.	7	2
16.	10	0
17. (canceled)		
18.	15	3
19. (rescheduled)		
20.	5	0
21.	10	3
22. (postponed)		
23.	13	7

Quarterly evaluations were conducted after each five inservice components (See Table 4, page 59).

TABLE 4

Quarterly Evaluation Returns

Quarter	# Returned	# With Comments
I	27/50	15/27
II	14/50	2/14
III	14/50	9/14
IV	30/50	26/30

The last item on the quarterly evaluation form used in quarters one through three was an open-ended item. This open-ended item requested evaluators to recommend and suggest ways in which the inservice could be improved. Fifteen quarter one evaluations were returned with comments (See Appendix DD).

In response to these comments, the inservice team took the following actions:

1. Began the inservice components on time regardless of how many participants were in attendance at the appointed time.

2. Planned and scheduled refresher components.

3. Divided the larger components into sessions to alleviate overcrowding.

4. Planned another inservice when the participants felt that the presenter had not addressed their concerns.

5. Scheduled hour and a half inservice components for

The response section on the second quarterly evaluation, which took place on September 16, 1987, yielded only two comments (See Appendix HH). No action was warranted by the inservice team.

The third quarter evaluation, October 21, 1987, recorded eight comments (See Appendix KK). The inservice team consulted the administration on two of the comments.

The administration agreed that classroom assistants should be allowed to get release time from a supervising teacher to attend the inservice components they wish. The assistants were to repay time at a time convenient for the classroom teacher and the assistant on the assistant's own time.

Secondly the administration agreed to meet with the classroom assistants for planning strategies to be used in lunchroom supervision and discipline.

The 1988 Inservice Component Survey (See Appendix GG) was completed on October 21, 1987. The faculty and staff made commitments to thirteen inservice components which are to be presented during the 1988 inservice year.

The fourth quarterly evaluation (See Appendix LL) yielded a variety of comments and suggestions. The first item on the final evaluation asked, "What was your involvement in the year-long project?" The respondents checked whether they were part of the inservice team, made a presentation, were a particiapnt in the inservice components, were involved in other ways or were not involved at all.

The second item on the evaluation was an open-ended statement, "I participated/did not participate because..." Responses to this item were the following.

(1) The topics pertained to my needs and interests.
(2) The components offered were interesting.

(3) I wanted more information.

(4) I felt I could learn new information on different subject areas.

(5) I thought the inservice presentations would be helpful to me in the classroom.

(6) I believe in staff development.

(7) I need to become better informed.

(8) I wanted new ideas to use in my classroom.

(9) I participated because some of the inservices were relevant to problems in my classroom.

(10) I had interest in specific areas.

(11) I enjoy learning information from peers who have more expertice in a given area than I do. I welcome new ideas.

(12) I found the inservices to be relevant and they piqued my interest.

(13) I needed more information. I needed to see who has similar problems and suggestions. I wanted to be current concerning new techniques and trends.

(14) I felt we should support colleagues' efforts to

further themselves. I felt the persons presenting needed and deserved my support. I also wanted to grow in knowledge myself.

Also reported were reasons for not attending the inservice project.

1. I did not believe in inservices.

2. I did not want to put in extra time at school.

3. I have second job obligations.

4. I found the inservice topics offered were not appropriate to my needs.

5. I had scheduling conflicts.

The third item stated, "I used the information I got from the inservices in the following ways..." The responses followed this general theme.

(1) I will use the information in the future.

(2) I will use the information to improve my teaching.

(3) I incorporated some of the ideas into my lesson presentations.

(4) I got ideas for classroom projects and activities.

(5) The strategies on discipline helped me to better organize my class.

(6) I was able to incorporate assertive discipline in my classroom.

(7) I used the information with my students and for myself. It would be quite a chore to write up all the ways I implemented what I learned.

(8) I obtained new and valuable information and made

some changes in my classroom.

(9) I felt motivated in the classroom.

The fourth item for respondents was to choose the components most beneficial for them and state the reason for their choices. Some of the reasons for choosing certain components were as follows.

(1) The components were beneficial to me because they offered different techniques and strategies. They were good because they helped to make innovative changes in my teaching style.

(2) The components on discipline gave me new ideas on discipline and helped to reinforce some of the things I had been using.

(3) The components on discipline were easy to apply in the classroom.

(4) A component offered gave me some effective tools and ideas for children who are just learning how to read.

(5) The information which was presented well, was practical and useful.

The fifth item on the evaluation asked for respondents to make specific suggestions for the 1988 inservice project. The following suggestions were typical responses to the item.

(1) Somehow stress the importance of the participants attending when they sign up to do so.

(2) Repeat several and cover less information in each

presentation. Also, allow more time for interaction.

(3) Have the inservice part of the regular inservice day. I found myself getting behind in my preparations and work.

(4) I would prefer not to have them be so interesting because I wanted to attend almost everyone. I don't have time to do all my other work.

(5) Do not have the inservices so frequently. Once a month might be good.

(6) Good - Continue.

(7) Continue and expand if possible.

(8) Have them over at 3:30.

(9) Have teachers share ideas on classroom management techniques that have been successful in helping children with behavior and/or learning problems.

(10) I think the homework should be less unless we receive inservice points for the sessions.

The final item asked for additional comments. The comments generally followed these overall themes.

(1) I enjoyed them because I wanted to be involved in school projects.

(2) I am working working on an advanced degree and the inservice project could assist me in implementing phases of my own projects.

(3) I felt an obligation to attend.

(4) I wanted to support friends and colleagues who were presenting.

(5) I was looking for support and confirmation that my present classroom practices were sound.

(6) I didn't realize how much work was involved in being a presenter and how much time was needed for the inservice team. I enjoyed it but I'm tired.

(7) Nicely done.

(8) This was an excellent project and gave us the opportunity to share ideas and our expertise.

(9) Interest appeared to be high.

(10) The Assertive Discipline inservice was, overall, the most beneficial to me. I implemented this at the beginning of the school year and it has worked beautifully. I use it every day and will continue to use it each year. This has really changed my life.

(11) The only negative comment I have is that the time of day was a problem for me. I didn't participate in as many components as I would have liked becuase at 3:00 my attention span is extremely short. I know this may be the only time available, but it was a problem for me.

(12) I would have attended more inservices except I am a poor planner and an inefficient user of time. When the unexpected comes my way, I must take care of it at the time or I forget about it.

(13) I enjoyed all of the inservice that I attended. I know a lot of work went into these. Thank You.

(14) I've enjoyed having this available to use. Thanks.

In summary faculty and staff members seemed to feel discipline components offered ideas which have changed their approach to handling behavior problems. Some felt that ideas from most of the components were adaptable in one way or the other to almost any classroom situation. Inservice components that suggested step-by-step implementation processes were reported to be easier to implement as opposed to some more theoretical/creative components.

Some specific suggestions were to eliminate the evaluation forms and the implementation form from the inservice model. There were presenters who did not feel the presenter's packet was particularly useful in preparing their presentations. Some felt uncomfortable because they were not sure their presentations would be what this writer wanted.

The general consensus was that the facilitators were very important to the successful presentations. The presenters reported they felt relieved to know that the facilitators were taking care of the small details that can mean the difference between success and failure of a presentation.

The additional comments were in line with being proud that the elementary school's personnel were offering the components whether or not they had chosen to participate.

In summary, all four objectives of the practicum were met. Objective one regarding the willingness to participate in an inservice project by the faculty and staff of the elementary school and objective two that dealt with the development of an inservice delivery model were met without reservation.

The faculty and staff of the elementary school committed to this school-based, teacher facilitated and presented inservice project with overwhelming enthusiasm. Inservice team members, presenters and participants cooperatively provided over seventeen hours of inservice programs. In addition the inservice team and the presenters worked countless hours to plan and present the eighteen components which rendered these hours.

This response on the part of the faculty and staff of this elementary school bears out the research of Lickona, Runkel and Schmuck, Baldridge and Deal, Mill and McKeel which stressed that teachers would participate in inservices if the inservices were voluntary and dealt with the needs and concerns that the teachers themselves determined were applicable to them.

The individual component guidelines and strategies were a useful tool in organizing the components. There were, however, some presenters who felt somewhat apprehensive trying to follow exactly what the outline designed for the presentations. In these cases, it was possibly the lack of assurance on the part of the team facilitators not having emphasized the latitude of the presenter's option to choose to use or not to use, to adapt, to modify or to disregard the suggested outline and proceed as they saw fit.

The research done by Chew and Schlawin, Neumann, MacDonald, pointed to the problem of teachers being reluctant to present inservice components because there were no guidelines for them to follow. During the course of this practicum prospective presenters exhibited two diverse positions, one of which was discussed previously. Those positions being, on one hand, presenters feeling comfortable with the planning and the delivery of the presentations because there were guidelines and formats for them to refer and to follow. On the other hand, there were those prospective presenters who felt apprehension that they would not be able to conform to the suggested guidelines for planning and presenting the inservice components.

The third objective for compiling resource files for the presentations was met but, the objective of having each file checked out three times during the course of the implementation period was not met. The possible reasons for this objective not being met could be that the inservice information is still fresh in the minds of the participants and/or the materials handed out at the components have not yet been lost or misplaced.

It was anticipated that twenty-five percent of those participants attending each of the components would implement an activity suggested by each presenter. If informal discussions among the participants and presenters would have been the criteria for measuring the accomplishment of the fourth objective, it could have been stated that the objective was most certainly met. However, the measure was that twenty-five percent of those attending each component would complete an implementation form after they had attempted the activity in their respective classrooms. The participants in ten of the eighteen presentations did meet this objective but not without much follow-up and many reminders on the parts of the facilitators. Excuses were often given. Examples of these excuses by the participants are: (1) "I haven't tried it yet." (2) "I lost my form." (3) It's in my lesson plans next week." (4) "I don't have time." (5) "The activity isn't appropriate for my class right now." (6) "I'll get right to it tomorrow."

The inservice team thought it important to leave the implementation forms in the participant packet. It was felt that it might encourage/prod the participants to try an activity rather than merely placing it in an obscure file and never looking at it again.

Initially the inservice team was reluctant to use an open-ended statement evaluation instrument for the individual components and the quarterly evaluations. It had been feared that an instrument that required more than a minute or two to complete would not be completed and returned at all. This was the determining factor which the team took into consideration when designing the evaluation instrument which required yes or no answers. The problem arose, however, because the instrument could be checked so quickly by the participants without any comments having to be made that few constructive suggestions were offered.

The inservice team made the decision to change the format of the final quarterly evaluation instrument. The final evaluation instrument consisted of open-ended statements. The team thought it vital to risk how many instruments would be returned in order to receive some valuable suggestions and constructive criticisms which would be beneficial to the 1988 inservice program. As a result of this decision, the open-ended instrument yielded responses that are to be instrumental in shaping the up-coming inservice components.

Conclusions

The faculty and staff of this elementary school exhibited the degree of their commitment to inquiry and self-renewal by their volunteer participation in the many aspects of the school-based inservice model. The faculty's and staff's eagerness to participate in inservices has been exemplified by the following data. The number of components (18) offered during the implementation period was twice what was expected (9).

The faculty's and staff's need for and support for appropriate teacher facilitated components was evidenced in their participation in the offered inservice components. Attendance percentages to original requests ranged from forty-three percent (3/7) to four hundred eighty-three percent (6/29). The drastic increase in attendance of this one component was due to the administration requesting faculty and staff attendance. Six components did not meet the eighty percent goal.

The fine-tuning meetings that the inservice team held were vital in instilling team ownership of the project. The team was successful due to their own enthusiasm and confidence in building confidence in the presenters with whom they closely worked.

The presenters were also greatly encouraged by the numbers of their peers who signed up and attended their inservice components.

The inservice components put faculty and staff members together who rarely had the opportunity to work together. As an example kindergarten and fifth grades worked collaboratively on a student oriented book writing activity.

The faculty and staff exhibited their interest in participating in the project as evidenced by the rigorous schedule of components. Scheduled during some months were two, three, and often four components. That meant that for each component, the participants committed at least thirty minutes beyond the required seven-and-one-half-hour day; some doing so on a weekly basis. The presenters' and team's commitments went far beyond even that of the participants. Several presenters and team facilitators stated the time involved preparing a presentation to be from ten to fifteen hours depending on the type of inservice component.

The inservice components were also successful because the participants were able to make known their specific needs and concerns to the presenters. In this way the presenters were able to address the concerns and needs of the participants. The participants were usually satisfied and the presenters felt they had covered the topics successfully for the participants.

It should be noted that many of the inservice component participants were team members and presenters themselves. In addition, it was very common to see many of the same participants, other than team members and presenters, at a majority of the components (See Appendix Z). In looking ahead to the 1988 inservice year (See Appendix KK), it appears that a great number of these same faculty and staff members will be involved, supportive participants, presenters, and team members once again.

Recommendations

The recommendations for continuing this on-going inservice project:

(1) Designate more than one person to be assigned the duty of chairperson for the inservice project.

(2) Design a duty chart for the inservice team that includes more than facilitating presenters. (For example,

having more than the chairperson in charge of team memos, agendas, minutes and trouble shooting for the project.)

(3) Have the administration attend more than two presentations.

(4) Have training sessions for the presenters on a quarterly basis. These sessions would be scheduled within a month or two of the planned presentations rather than at the beginning of the inservice year.

(5) Have training sessions for the facilitators quarterly. These sessions, like the presenters sessions would be offered within a month or two of the presentations rather than at the beginning of the inservice year.

(6) Request funds from the school's general account to defray the expenses of duplicating materials for the project.

Dissemination

The process of disseminating the practicum results has already begun. This writer attended an ASCD two day institute on school-based staff development in San Antonio, Texas in February, 1987. At that time the project was discussed in its infancy stages and was received very enthusiastically. A presentation on the progress of the school-based, teacher facilitated and presented inservice project was made by this writer at the FASCD state convention in Daytona Beach, Florida in October, 1987.

A supervisor of reading who attended the presentation was impressed with the project and believed that the participants should be able to receive inservice credit. Upon returning from the convention, the supervisor contacted this writer and reported that the possibility of inservice points was within sight. Official word would be forth coming from the county's Teacher Education Center coordinator.

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APPENDICES

APPENDIX A

TEC SURVEY

ELEMENTARY INDIVIDUAL NEEDS ASSESSMENT

Directions: Rank order ten (10) items (1 high - 10 low) that you feel you would like as as in-service activity.

SUBJECT TAUGHT__________

GRADE LEVEL____________

SUBJECT

1____ Knowledge of content. Specifically:________________

____

2 ____ Update on latest trends in

____

3 ____ Ideas/strategies/activities teaching a certain concept - What concept? ______________

____

4 ____ Using state assessment results in planning my program

5 ____ Teaching reading skills in subject area

6 ____ Selecting, adapting, and/or developing materials for:______

____

7 ____ Planning for individual differences among students

8 ____ Other professional development needs: Specifically:__________

____

____

SITES

____ County wide

____ Individual School-based

DELIVERY

____ County Office Supervisors

____ Individual School-based persons

____ Publisher Representatives

____ University Resource Persons

GENERIC

9____Evaluation and selection of instruction materials

10___Establishing and maintaining positive student conduct

11____Using standardized test results

12____Evaluation of student progress

13____Setting expectations for student success

14____Organizing and developing a lesson - efficient use of time

15___Developing student pride, responsibilities, and self-discipline

16___Analyzing and planning lessons

17___Improvement of community and parental participation in school

18___Developing productive relationships with other staff members/ improving staff morale

19__Effective, verbal and non-verbal communications

20__Participation in cooperative planning and team teaching

21__The art of example and explanation

22__School law

23__The mental and physical developmental stages of students

24__Other professional development needs: Specifically___________

APPENDIX B

SURVEY RESULTS

Tabulated Responses to TEC Survey Content Area Items

	Grade Level	K	1	2	3	4	5	Sp.	ECIA
	Totals								
Item 1	(2)				1		1		
2	(14)	2	2	1	1	1	2	3	2
3	(8)		1				4	2	1
4	(6)		1	1	2			1	1
5	(9)		1		1		2	2	3
6	(8)	3	1					3	1
7	(23)	3	2	2	4	1	3	6	2
8	(3)				1		1	1	
9	(14)			1	1	2	1	6	3
10	(28)	3	3	2	3	2	4	8	3
11	(11)		2	1	1		4	3	
12	(12)	2	2		1	2	1	4	
13	(20)	1	3	2	3		2	7	2
14	(17)	3	1	1	2		4	5	1
15	(26)	3	3	2	3	2	4	6	3
16	(10)	1	2			1	2	3	1
17	(15)	2	1	1	2	2	1	4	2
18	(11)	1	1	2	2		1	4	
19	(14)		2	2	3	2	1	3	1
20	(14)	3	1	1	2	2		3	2
21	(7)			1	2	1	1	2	
22	(15)	1	3	1	4	2		4	
23	(11)	2	2	1	1			3	2
24	(0)								

Responses to the Site and Delivery Items

Sites

County wide - 6
Individual
School-based - 24

Delivery

County Office Supervisors - 6
Individual School-based
personnel - 21

Publisher Representatives - 1
University Resource Persons - 13

Top Ten Prioritized TEC Needs Assessment Survey Items

1st priority - Item # 10

2nd - Item # 15

3rd - Item # 7

4th - Item # 13

5th - Item # 14

6th - Items # 17 and # 22

7th - Items # 2, #9, #19, and #20

APPENDIX C

VOLUNTEER REQUEST FORM

School-based inservice Volunteer Request Form

In order for our school-based inservice model and its components to be a success, a cooperative effort is necessary.

There is a need for volunteers to serve on the inservice team that will serve to facilitate the presenters of the individual components.

There is a need for those persons willing to share information ideas and strategies to volunteer their services as component presenters.

If there are special requests to be made of specific persons to be presenters, please do so.

____________________ would like to be a part of our school-based inservice model. I would like to:

_______________serve on the inservice team and/or

_______________present an inservice component on ___________
____and/or

_______________make a special request of _________________
to conduct an inservice on ___________________.

APPENDIX D

COMPONENT GUIDELINES AND CHECKLIST

Individual Inservice Component Guidelines

Format:

Subject______________________________________

Objectives____________________________________

____

____

Overview

Presentation

Activities____________________________________

____

Summary

Follow-up Activity____________________________

____

Evaluation

CHECKLIST

Planning:

___ 1. area to be addressed - emphasis

___ 2. time element - how much material can be covered

___ 3. supplies, materials

___ 4. formal/informal

___ 5. experiential activities keeping in mind - inservice room organization

___ 6. eye-catching visuals

___ 7. demonstrations

___ 8. handouts (what and when to distribute)

___ 9. suggestions for classroom adaptations

___ 10. special techniques to facilitate strategies

___ 11. individual or group presentations

___ 12. individual or group activities

___ 13. use own examples to emphasize points

___ 14. nonthreatening positive environment - humor to keep all relaxed

___ 15. preinservice responsibilities for presenters and participants prior knowledge; preparation of materials

___ 16. warm-up activities

Presentation Organization and Design:

___1. Use of time

___2. Component overview and summary

___3. Component development

___4. Clarification and emphasis on important points

___5. Practice through activities

___6. Comprehension check

___7. Plan classroom activity for follow-up of component activity with participants

Presentation:

___1. Stick to inservice topic and don't go afield.

___2. Control participants who get off the subject or try to monopolize component

___3. Repeatedly emphasize important points

___4. Present tasks/activities in an attractive,challenging manner

___5. Enjoy your own presentation

Evaluation:

___1. participant evaluation

___2. presenter /team facilitator evaluation

Follow-up:

___Presenter
___Team
___Participant

Recommendations:

APPENDIX E

EVALUATION INSTRUMENT

Presenter____________________
Inservice Component Topic__________________

Product/Strategy Evaluation

1. Did the presenter/s exhibit knowledge and first hand experience with the subject area of the inservice component?

____ yes ____ no

2. Was the information presented based on research?

____ yes ____ no

3. Did the component confirm instructional techniques or suggest new strategies?

____ yes ____ no

4. Did the component offer classroom ideas that were useful, applicable, appropriate, and adaptable to your classroom?

____ yes ____ no

5. Were your concerns on the topic of the inservice addressed during the course of the component?

____ yes ____ no

6. Did you get what you asked for in the component?

____ yes ____ no

7. Were there opportunities for interaction with the presenter and other participants for the purpose of sharing information ?

____ yes ____ no

8. Were there opportunitites during the course of the component for you to participate in activities that related the subject area of the component?

____ yes ____ no

9. Are you to receive materials from the presenter and /or materials developed at the component?

____ yes ____ no

10. Was the meeting place comfortable for the inservice component?

____ yes ____ no

11. Was the timing of the component convenient for you?

____ yes ____ no

12. Did you attend the component voluntarily?

____ yes ____ no

13. Will you be receptive to attending other inservices?

____ yes ____ no

14. Do you feel that your input/feedback/evaluation of this component will be valuable in terms of reshaping the component and/r correcting its deficiencies?

____ yes ____ no

If your response was "no" to any of the above questions, please explain and make recommendations for improvement.

____

____

____

APPENDIX F

CHECK-OUT FORM FOR RESOURCE FILE

RESOURCE FILE

COMPONENT ______________________________

Teacher______________________________	Week of:
1.______________________	________
2.______________________	________
3.______________________	________
4.______________________	________
5.______________________	________
6.______________________	________
7.______________________	________
8.______________________	________
9.______________________	________
10.______________________	________

APPENDIX G

CLASSROOM IMPLEMENTATION FORM

Component:

Presenter:

Classroom Activity:

Adaptation to Planned Activity/Strategy:

Success of Planned Activity/Strategy:

Recommendations for Planned Activity/Strrategy:

APPENDIX H

INSERVICE INFORMATION FORM

PRESENTER INFORMATION FORM

Who: ____________________

____

____

What Topic: ____

When: ______________________________

Where: Presenter's Room (other) __________________________

SPECIAL NEEDS:

To Attention of Team: ________________________________

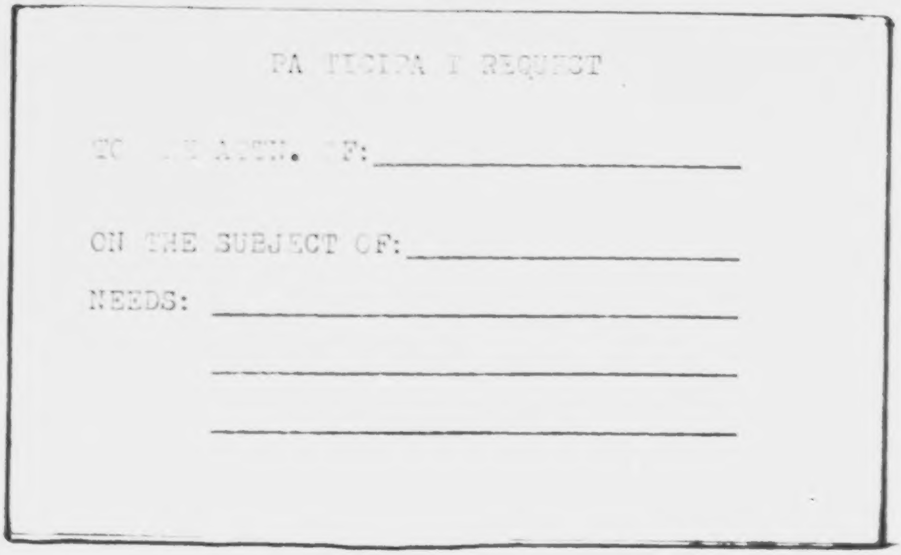
____

To Attention of Participants: ________________________

____

APPENDIX I

PARTICIPANT INFORMATION REQUEST CARD



PARTICIPANT REQUEST

TO THE ATTN. OF: ______________________

ON THE SUBJECT OF: ____________________

NEEDS: ________________________________

____

____

APPENDIX J

PRACTICUM LOG

DAY 1 (date)

DAY 2 ________

DAY 3 ________

DAY 4 ________

DAY 6 ________

DAY 7 ________

APPENDIX K

PRESENTATION

Presentation for the School-based Inservice

Background - Why am I here?

The Nova Doctoral Program requires two practicum. A practicum, by definition, requires a candidate to identify a problem or assess a need that exists in their work setting; propose a plan to solve the problem or meet the assessed need; implement the solution; and evaluate the effectiveness of the solution. It is a practical experience in systematic problem solving designed to result in effective change.

The implementation period for the first practicum is three months. At the conclusion of my first practicum which was to develop and implement a discipline model in my kindergarten class, seventy-eight percent of the parents of the children in my classroom responded to an evaluation survey. Ninety-three percent of the parents who returned the survey responded favorably to the discipline model.

The biggest change during the implementation of the model was the increase in parent communications and conferences. Prior to the model, four parent conferences out of eighteen requested took place. During the model thirty-five parent-teacher conferences were conducted. This being an increase of two-hundred percent.

The second practicum requires a year long implementation period.

The idea for a school-based, teacher facilitated inservice program came from a team leaders meeting which began to discuss the need for more interaction between the faculty members. The topic of inservice came up and it was mentioned that it would be great for inservice (information sharing sessions) to be meaningful, worthwhile, requested and presented by teachers, and here at school.

This discussion triggered the idea for my second practicum namely for the faculty and staff members of our school to develop and implement a school-based, teacher-facilitated and presented inservice project.

My practicum advisor was enthusiastic about the possibilities and opportunities for personal growth here at our school. She asked that a documentation of need be established. This being the case, the Teacher Education Center was contacted and the results from the county-wide-survey were requested.

The TEC coordinator said the results would be sent, but that they had not been broken down by schools. The items on the survey had been prioritized by grade level into the top five most requested items. Included in the results would be items that went across grade levels.

Because the results were averaged county-wide results and might not reflect the needs of our faculty, the TEC survey was repeated here at our school this fall. The second TEC survey you completed was a duplicate of the original survey with the addition of two items. One of the items was on site preference and the other was on delivery persons.

*****PASS OUT HANDOUTS*****

ORIGINAL SURVEY

RESULTS OF ORIGINAL SURVEY

DUPLICATE SURVEY WITH ADDED ITEMS

TABLE OF RESPONSES TO ITEMS

RESPONSES BY GRADE LEVEL

INFORMATION ON TOP SEVEN PRIORITIZED ITEMS

VOLUNTEER REQUEST FORM

****

My practicum advisor was satisfied that, with our survey results, a need for our inservice project had been documented. With this documentation in place the approval to begin research on inservices was given.

In studying the research on inservice, it appears that teachers are often reluctant to participate in inservice.

OH! YES! Documentation of the fact has been done right here with our faculty and staff members.

DOCUMENTATION:

"I'm tired of going to inservice that do not even remotely help me with my classroom. The person giving the inservice has had little or no classroom experience. As far as I'm concerned, they are a waste of time."

"Unless I'm required to go, I won't".

"Maybe if we had our own inservices, we could get what we ask for. Every year we respond to a questionnaire or survey asking what areas we would like addressed for inservice components. Every year the powers that be ignore our concerns and give us the same boring and uninformative session."

"We really need to communicate more, but who has the time?"

"I would to share ideas during team meetings but there never seems to be the interest or time. By the time we get through with the business agenda, it's time to go."

"I'll help with the inservice any way I can, but I don't want to get up in front of anybody."

RESEARCH SUGGESTS REASONS FOR THIS RELUCTANCE

Personal reasons for this reluctance on the part of teachers could be that :

POSSIBLY teachers expect negative reactions

POSSIBLY there are no presentation guidelines or assistance

POSSIBLY teachers do not perceive their positions to be important, worthwhile and/or appreciated

POSSIBLY teachers feel that their scope of influence does not extend beyond the classroom

POSSIBLY teachers do not feel that their environment is safe and supportive

Content reasons for this reluctance on the part of teachers could be that:

POSSIBLY the inservice was mandated but not requested

POSSIBLY teachers are tired of being patronized and treated in a condescending way

POSSIBLY teachers are frustrated by presenters exhibiting poor teaching techniques (could never survive in the classroom)

POSSIBLY inservice have been planned with no teacher input and not appropriate to everyday challenges and problems in the classroom

POSSIBLY inservice have not been tailored to fit the participants

POSSIBLY teachers anticipate sermons about supposed deficiencies

POSSIBLY teachers are tired of sitting through inservice that consist of hours of unreadable transparencies

POSSIBLY teachers are disheartened by inservices recommending recipe solutions to problems with which the presenter has no direct contact or experience

Research has determined that teachers want several elements to be included in the planning and presentation of inservice components. From the personal aspect, teachers want:

1. to be involved in the inservices at the planning stages
2. to gain information from and support from the interaction with the presenters and the participants
3. to have a good time
4. to schedule components during and around school hours, preferably site-based
5. to be recognized as valuable and to share skills
6. to share responsibilities with the presenters (feel ownership)
7. to find resource/support persons in each other

From the content aspect, teachers want the information, techniques and strategies offered during the inservices:

1. to be applicable, practical and adaptable in their own classrooms
2. to have knowledge of research and its tested theories
3. to be refreshed on sound instructional techniques
4. to express needs and to have them addressed.

Here at our elementary school, we have the opportunity to create/custom design in accordance with our unique specification an inservice project that will meet our needs.

IT IS OUR OPPORTUNITY TO BE LEADERS NOT FOLLOWERS

Our shared goals in the project will be:

1. to work together to develop our own school-based, teacher/staff facilitated inservice model
2. to work together to refine the component model for the presentations
3. to work together compile resource files on each individual component for teacher/staff reference
4. to work together to document the integrating of the inservice information in the classroom.

To make this unique inservice project a reality volunteers are needed.

DRAW ATTENTION TO THE VOLUNTEER REQUEST FORM

VOLUNTEER REQUEST FORM

TEAM RESPONSIBILITIES

CHANGE - REJECT - ACCEPT - ADAPT - SUGGEST - EVALUATE FORMAT

1. assist presenters before, during and after HOUR PRESENTATIONS
2. relay requests of participants to the presenter during component planning sessions
3. material preparation - hand out during component
4. assist with component resource file
5. assist with overall evaluation of model

PRESENTER'S RESPONSIBILITIES

CHANGE - REJECT - ACCEPT - ADAPT - SUGGEST - EVALUATE GUIDELINES

1. HOUR SESSIONS OR MORE
2. plan presentations and follow-up with facilitators
3. activity for follow-through in the classroom
4. meet with team facilitator to receive evaluation results
5. prepare a resource file for the component
6. assist with overall evaluation of the inservice model

PARTICIPANT'S RESPONSIBILITIES

1. prepare as per own/presenters requests

2. participation

3. evaluation

4. follow-up activity

5. feedback to presenter and resource file

ADDRESSING TEC NEEDS

THE TOPICS OF OUR COMPONENTS WILL ADDRESS SOME OF OUR EXPRESSED NEEDS. SOME COMPONENTS WILL GO BEYOND AND INCLUDE SHARINGS OF INFORMATION IN AREAS OF EXPERTISE WHERE OUR VOLUNTEER PRESENTERS FEEL COMFORTABLE AND CONFIDENT

INSERVICE POINTS

No! County guidelines are not appropriate. (60 hours with pre/posttests)

At this point , if the county were involved, most potential volunteers would feel inhibited.

PLEASE CONSIDER BEING A PART OF THIS PROJECT. WE HAVE MUCH TALENT AND EXPERTISE HERE IN OUR SCHOOL. IT IS HOPED THAT YOU WILL WANT TO BECOME INVOLVED ON THE GROUND LEVEL AND CAUSE THIS PROJECT TO GROW AND ENRICH ALL OF US. YES!!! YOU ARE BEING ASKED TO GIVE TIME AND TALENT . YOU HAVE A MINIMUM OF TIME , BUT YOU HAVE A MAXIMUM OF TALENT . THE INSERVICE NEEDS YOU .

REFER TO VOLUNTEER FORM

CLOSING

Eva Neumann wrote about her experiences in conducting an inservice for teachers on self-awareness. She shares these thoughts. I WAS TOO TIMID TO DARE. I hated TO REALIZE HOW INHIBITED I WAS. I FELT INSIGNIFICANT IN MY CONSTANTLY CHANGING, DEMANDING WORLD, THE CLASSROOM. I NEEDED THE SECURITY AND TRUST TO EXPLORE AND TO BE MYSELF. I FOUND OUT DURING THIS WORKSHOP THAT IT WAS OK FOR ME NOT TO KNOW SOMETHING OR TO MAKE A MISTAKE. tHE MOST IMPORTANT THING I LEARNED WAS THAT I COULD GROW FORM MY MISTAKES IF I WAS WILLING TO TAKE THE RISK. I MUST KEEP ON TRYING . IF I FEEL GOOD ABOUT WHAT I HAVE DONE AND WHAT I AM DOING RIGHT NOW, I WILL NOT DESTROY MYSELF WITH WORRY ABOUT WHAT I SHOULD HAVE DONE YESTERDAY BUT INSTEAD WORK TOWARD A BETTER "ME" TOMORROW.

ELEMENTARY INDIVIDUAL NEEDS ASSESSMENT

NAME ______________________________

SUBJECT TAUGHT ______________________________

GRADE LEVEL ______________________________

Directions: Rank order ten (10) items (1 high - 10 low) that you feel you would like as an in-service activity.

SUBJECT

______ Knowledge of content. Specifically: ______________________

______ Update on latest trends in ______________________

______ Ideas/strategies/activities teaching a certain concept - What concept? ______________________

______ Using state assessment results in planning my program

______ Teaching reading skills in subject area

______ Selecting, adapting, and/or developing materials for: ______________________

______ Planning for individual differences among students

______ Other professional development needs: Specifically: ______________________

GENERIC

______ Evaluation and selection of instruction materials

______ Establishing and maintaining positive student conduct

______ Using standardized test results

______ Evaluation of student progress

______ Setting expectations for student success

______ Organizing and developing a lesson - efficient use of time

______ Developing student pride, responsibilities and self-discipline

______ Analyzing and planning lessons

______ Improvement of community and parenta participation in school

______ Developing productive relationships with other staff members/improving staff morale

______ Effective, verbal and non-verbal communication

______ Participating in cooperative planning and team teaching

______ The art of example and explanation

______ School law

______ The mental and physical developmental stages of students

______ Other professional development needs: Specifically: ______________________

Distribution:
White-Principal
Yellow-Individual

ELEMENTARY INDIVIDUAL NEEDS ASSESSMENT

Directions: Rank order ten (10) items (1 high - 10 low) that you feel you would like as as in-service activity.

SUBJECT TAUGHT__________
GRADE LEVEL____________

SUBJECT

1____ Knowledge of content. Specifically:________________
____

2 ____ Update on latest trends in ________________________

3 ____ Ideas/strategies/activities teaching a certain concept - What concept? ______________
____

4 ____ Using state assessment results in planning my program

5 ____ Teaching reading skills in subject area

6 ____ Selecting, adapting, and/or developing materials for:______
____

7 ____ Planning for individual differences among students

8 ____ Other professional development needs: Specifically:__________
____
____

SITES

____ County wide
____ Individual School-based

DELIVERY

____ County Office Supervisors
____ Individual School-based persons
____ Publisher Representatives
____ University Resource Persons

GENERIC

9____Evaluation and selection of instruction materials

10___Establishing and maintaining positive student conduct

11____Using standardized test results

12____Evaluation of student progress

13____Setting expectations for student success

14____Organizing and developing a lesson - efficient use of time

15___Developing student pride, responsibilities, and self-discipline

16___Analyzing and planning lessons

17___Improvement of community and parental participation in school

18___Developing productive relationships with other staff members/ improving staff morale

19__Effective, verbal and non-verbal communications

20__Participation in cooperative planning and team teaching

21__The art of example and explanation

22__School law

23__The mental and physical developmental stages of students

24__Other professional development needs: Specifically____________

Tabulated Responses to TEC Survey Content Area Items

	Grade Level	K	1	2	3	4	5	Sp.	ECIA
	Totals								
Item 1	(2)				1		1		
2	(14)	2	2	1	1	1	2	3	2
3	(8)		1				4	2	1
4	(6)		1	1	2			1	1
5	(9)		1		1		2	2	3
6	(8)	3	1					3	1
7	(23)	3	2	2	4	1	3	6	2
8	(3)				1		1	1	
9	(14)			1	1	2	1	6	3
10	(28)	3	3	2	3	2	4	8	3
11	(11)		2	1	1		4	3	
12	(12)	2	2		1	2	1	4	
13	(20)	1	3	2	3		2	7	2
14	(17)	3	1	1	2		4	5	1
15	(26)	3	3	2	3	2	4	6	3
16	(10)	1	2			1	2	3	1
17	(15)	2	1	1	2	2	1	4	2
18	(11)	1	1	2	2		1	4	
19	(14)		2	2	3	2	1	3	1
20	(14)	3	1	1	2	2		3	2
21	(7)			1	2	1	1	2	
22	(15)	1	3	1	4	2		4	
23	(11)	2	2	1	1			3	2
24	(0)								

Responses to the Site and Delivery Items

Sites

County wide - 6
Individual
School-based - 24

Delivery

County Office Supervisors - 6
Individual School-based
personnel - 21

Publisher Representatives - 1
University Resource Persons - 13

INFORMATION FOR OUR SCHOOL-BASED INSERVICE

The TEC Survey results for our school were as follows:

Item # 10 Establishing and maintaining positive student conduct - 28 respondents (4.41)

Item # 15 Developing student pride, responsibilities, and self-discipline - 26 respondents (6.69)

Item # 7 Planning for individual differences among students - 23 respondents (5.64)

Item # 13 Setting expectations for students - 20 respondents (4.74)

Item # 14 Organizing and developing a lesson - efficient use of time - 17 respondents (5.69)

Item # 17 Improvement of community and parental participation in school - 15 respondents (6.27)

Item # 22 School law - 15 respondents (5.88)

Item # 2 Update on latest trends in ________________.
a. Developmental kindergarten
b. Unit teaching
c. Reading success
d. Reading
e. Education
f. Assertive discipline
g. Art w/ computers
h. Elementary school counseling
- 14 respondents (4.29)

Item # 9 Evaluation and selection of instruction materials - 14 respondents (6.08)

Item # 19 Effective,verbal and nonverbal communications - 14 respondents (6.40)

Item # 20 Participation in cooperative planning and team teaching - 14 respondents (4.93)

Your responses to the choice of county wide inservice or individual school-based inservice were 6 for county wide inservice and 24 for school-based inservice.

The responses to the presenter item were as follows: 1) 6 responses for county office supervisors, 2) 21 for individual school-based persons, 3) 1 response for publisher representatives, and 4) 13 for university resource persons.

RESPONSES BY GRADE LEVEL

KINDERGARTEN

6 7 10 14 15 20

FIRST

10 13 15 22

SECOND

7 10 13 15 18 19

THIRD

7 10 13 15 19

FOURTH

9 10 12 15 17 17 20 22

FIFTH

3 10 11 14 15

SPECIAL

7 9 10 13 14 15

ECIA

5 9 10 15

ELEMENTARY NEEDS ASSESSMENT

Kindergarten

1. Latest trends in developmental kindergarten programs. (learning center or "unit" teaching)
2. The mental and physical developmental stages of students.
3. Planning for individual differences.
4. Selecting, adapting and/or developing materials for language based activities (developmental).
5. Establishing and maintaining positive student conduct.

Grade One

1. Update on latest trends in reading, creative writing, math.
2. Developing student pride, responsibility and self discipline.
3. Planning for individual differences among students.
4. Update of latest trends in computers.
5. Establishing and maintaining positive student conduct.

Grade Two

1. Developing student pride, responsibility and self discipline.
2. Selecting, adapting and/or developing materials for: science, social studies, enrichment activities.
3. Planning for individual differences ("Grey Area" students).
4. Establishing and maintaining positive student conduct.
5. Update in the latest trends in mathematics.

Grade Three

1. Planning of individual differences among children.
2. Developing student pride, responsibility and self discipline.
3. Establishing and maintaining positive student conduct.
4. Selecting, adapting and/or developing materials for: social studies and science.
5. Teaching reading skills in the subject area.

Grade Four

1. Developing student pride, responsibility and self discipline.
2. Setting expectations for student success.
3. Update on the latest trends in computers.
4. Establishing and maintaining positive student conduct.
5. Teaching reading skills in subject area.

Grade Five

1. Developing student pride, responsibility and self discipline.
2. Teaching reading skills in subject area.
3. Selecting, adapting, and/or developing materials for: science, math, health, language arts.
4. Update on latest trends in science/social studies/computers.
5. Setting expectations for student success.

Across all grade levels:

1. School Law
2. Time Management
3. Use of Computers
4. Assertive Discipline
5. Revise Drug Program ?
6. Make It/Take It Workshops
7. Motivational Techniques

School-based inservice Volunteer Request Form

In order for our school-based inservice model and its components to be a success, a cooperative effort is necessary.

There is a need for volunteers to serve on the inservice team that will serve to facilitate the presenters of the individual components.

There is a need for those persons willing to share information, ideas, and strategies to volunteer their services as component presenters.

If there are special requests to be made of specific persons to be presenters, please do so.

____________________ would like to be a participant in our school-based inservice model. I would also like to:

_______________serve on the inservice team and/

_______________present an inservice component on __________
____and/

_______________make a special request of _________________
to conduct an inservice on ___________________.

APPENDIX L

VOLUNTEER PRESENTERS

INSERVICE VOLUNTEERS

NAME	TEAM	PRESENTER	TOPIC
Hill	X	X	" Big Books"
Eisner	X		
Heath		X	"Instructional Materials" "Equipment Refreshers" " Card Catalog"
Cocciolone		X	"Creative Thinking" "Using art to evaluate children's levels"
Floridio	X		
Zimmerman	X	X	"Using Software"
Johnston	X		
Tidwell	X	X	"Better Understanding of the Emotionally Handicapped Student"
Flanagan	X		
Harden		X	"Assertive Discipline"
Burris	X		
Gibson	X		
Mapp	X		
Klingensmith	X		
Hyde		X	"Referral Procedures and Eligibility Criteria for LD
Stollar		X	"Individualized Instruction"
Nicholas	X	X	"Problem Solving"
Morrison	X	X	"Black English" "Discipline Model"

APPENDIX M

REQUESTED PRESENTERS

INSERVICE REQUESTS OF:

NAME	TOPIC
King	"Language Development" "Language Experience"
Hyde	"L.D. Children in the Classroom"
Floridio	"Story Ideas"
Mapp	"Developing Pride, Responsibility, and Self-discipline"
Harden	"Teaching with Units"
______	"Pre-primer Level Computer Activities" (small/grade level group)
______	"Computers"
______	"Time Management"
Zimmerman/ Nicholas	"Computers"
Stockton	"Developing Gross Motor Activities" "CPR"
Eisner	"Whole Language Approach"
Church	"Organization and Record Keeping"
_____	"Unit Teaching"
Stanley	"Autoharp"
Heath	"Motivation/Rewards
Nicholas/ Cocciolone	"Ceramics"
Trevino	"Spanish Speaking Children in the Classroom"
Nicholas	"Problem Solving/ Time Management"

APPENDIX N

AGENDA AND MINUTES FOR JANUARY 26, 1987

AGENDA FOR INSERVICE TEAM - FIRST MEETING

January 26, 1987

Regular meeting days

Inservice notebooks

Inservice forms

Inservice schedule
    Place
    How often

Responsibilities

Team/Presenter Match-ups

Inservice bulletin board
    Inclusions
    Placement
    Design

Collection box

Presenter's packet

**Team reminders

Participant's packet

MINUTES FOR INSERVICE TEAM - JANUARY 26, 1987

ATTENDANCE: Burris
Eisner
Flanagan
Floridio
Gibson
Hill
Johnston
Klingensmith
Mapp
Morrison
Tidwell

MEETINGS: Weekly meetings will be held on Mondays for the first month. After that, only monthly meetings are planned at this point.

NOTEBOOKS: Each team member received a notebook containing:
- Practicum materials and time frames
- Proposed Inservice Forms and Formats
- Listings of team members, volunteer presenters and requested presenters

NEXT MEETING - FEBRUARY 2, 1987:
- Team's Role and Responsibilities
- Reworking Proposed Inservice Forms/Formats

FUTURE MEETINGS: Areas to be addressed:
- Team's Role and Responsibilities Clarified
- Inservice Schedule (places and frequency)
- Meetings with Volunteer Presenters
- Meetings with Requested Presenters
- Presenter/Team Match-ups
- Inservice Bulletin Board Design
- Presenter Packet
- Participant Packet
- Collection Box for Inservice Information

** L. Simmons given notebook - January 26, 1987

APPENDIX O

INSERVICE TEAM INFORMATION PACKET

Description of Selected Solutions

Researchers believe that in order for a school to be transformed into a center of inquiry and self-renewal, school personnel must make commitments to inquiry and self-renewal. The activities that will enable the school to reach its goal must be shared by the faculty.

Communication lines must be established before, during, and after each of the activities that are direct, informal, and two-way. With open communication lines, individuals can begin to work as teams to build strength and momentum in working toward the shared goal of inquiry and self-renewal.

Teamwork and the feeling of cooperation and ownership will encourage activities that can be built on differences as well as commonalities. Through the team approach, the voluntary attendance and participation in the school's inquiry and self-renewal activities will increase because the activities that will be planned will have been requested,thus being appropriate and relative to the needs and interests of the participants.

Researchers warn that change is a slow often struggling process. The resistance that is bound to occur must be met with understanding. This resistance must not terminate the strivings of those individuals who wish to begin on the road to inquiry and self-renewal. Researchers believe that with positive, supportive attitudes progress toward personal growth is possible and probable.

The teachers at this elementary school have expressed the need for school-based inservice components because they are eager for ideas and information, but time is of the essence. The solution to this problem is to implement a school-based inservice model that utilizes school-based personnel as facilitators. Teachers will be encouraged by the fact that the inservice components that will be offered for their inquiry and self-renewal are in the subject areas they requested, and given by their peers. Possibly most important is that they will not have to disrupt their routine greatly because the inservice components will be implemented at their school base.

The proposed model contains the following strategies:

(1) Meetings with the principal and assistant principal to establish support for the proposed school-based, personnel-facilitated inservice model

(2) Informal meetings with team leaders to seek initial support team members and report on TEC Survey results

(3) Informal conversations with those interested in TEC Survey results

(4) Presentation to the faculty that reports the TEC Survey results, explains the proposed inservice model, refers to teachers' reluctances quoted in research and the

suggested causes for the reluctances, itemizes what research has determined that teachers want in their inservices, suggests the advantages concerning the opportunity to plan, implement, modify and evaluate their own inservice program, seeks volunteers for the inservice team and/or to be presenters, and seeks to determine personal request presenters

(5) Meetings with volunteer inservice team members to coordinate team's work on fine-tuning the individual component model and jointly agreeing on the ways in which the team can facilitate the model as a whole as well as to facilitate and assist the individual component presenters.

(6) Work sessions for the inservice team to assist volunteer presenters in plugging their information into the component model and to assist the presenters before, during, and after their individual component presentations; to discuss the evaluation tool for the individual components; and to assist the presenters in preparing the component information to be placed in the component's resource file in the media center

(7) Schedules posted for the inservice components known to date. With this schedule, supply general information of the upcoming component and provide a form for the prospective participants to make known their expectations/special requests of the upcoming presenter

(8) Individual component presentations

(9) Follow-up for each component

a. develop evaluation questionnaire for participants

b. develop classroom implementation forms given to each participant to be returned to the presenter and finally placed in the resource file for that component in the media center

(10) Inservice team/presenter post-presentation sessions to review evaluations and to modify component model and/or inservice model plan where recommended.

(11) Evaluations of the progress quarterly of the inservice model by means of a questionnaire with open-ended questions to determine the following :

a. productivity of inservice model
b. growth of inservice model
c. recruitment of new presenters
d. updates on planned components
e. course corrections

(12) Final questionnaire for the purpose of:

a. inservice model assessment
b. inservice modification
c. recording of reasons for those not attending
d. recruitment

Steps for Implementation of the School-based Inservice Model

(1) November, 1986 - Outline

(2) December - Proposal

(3) January, 1987 - Approval

(4) February, 1987 - Presentation to faculty

(5) February, 1987 - finalizing component model and plugging presenters into guidelines for component model

(6) February. 1987 - volunteer to be first presenter

(7) March - June, 1987 - presentations

(8) June - August, 1987 - facilitating fall presenters

(9) January, 1988 - school-based inservice model evaluation

(10) February. 1988 - program report to faculty

(11) March, 1988 Final Report

School-based inservice Volunteer Request Form

In order for our school-based inservice model and its components to be a success, a cooperative effort is necessary.

There is a need for volunteers to serve on the inservice team that will serve to facilitate the presenters of the individual components.

There is a need for those persons willing to share information, ideas, and strategies to volunteer their services as component presenters.

If there are special requests to be made of specific persons to be presenters, please do so.

____________________ would like to be a participant in our school-based inservice model. I would also like to:

_______________serve on the inservice team and/or

_______________present an inservice component on __________
____and/or

_______________make a special request of _________________
to conduct an inservice on ___________________.

Individual Inservice Component Guidelines

Format:

Subject______________________________________

Objectives__________________________________
____
____

Overview

Presentation
  Emphasis
  Clarification
  Comprehension Check

Activities/Practice__________________________
____

Suggestions for Classroom Follow-up Activity

Summary

Evaluation of Presentation

Follow-up Activity

Follow-up Activity Feedback

CHECKLIST

Planning:

___ 1. area to be addressed - emphasis

___ 2. time element - how much material can be covered

___ 3. supplies, materials

___ 4. formal/informal

___ 5. experiential activities keeping in mind - inservice room organization

___ 6. eye-catching visuals (posters, colored transparencies - participants should be provided with copies because participants will copy rather than listen)

___ 7. demonstrations - role playing - presenter/team

___ 8. handouts (what and when to distribute)

___ 9. suggestions for classroom adaptations (follow-up activity)

___ 10. special techniques to facilitate strategies (hints)

___ 11. individual or group presentations

___ 12. individual or group activities

___ 13. use own examples to emphasize points

___ 14. nonthreatening positive environment - humor to keep all relaxed

___ 15. preinservice responsibilities for presenters and participants prior knowledge; preparation of materials

___ 16. warm-up activities

Presentation Organization and Design: USE OF TIME

___1. Component overview - 5%

___2. Component development - 40%

___3. Clarification, emphasis on important points, and comprehension check - 15%

___4. Practice through activities - 15%

___5. Plan classroom activity for follow-up of component activity with participants - 20%

___6. Summary - 5%

Presentation:

___1. Stick to inservice topic and don't go afield.

___2. Control participants who get off the subject or try to monopolize component

___3. Repeatedly emphasize important points

___4. Present tasks/activities in an attractive,challenging manner - participant copies

___5. Enjoy your own presentation

Evaluation:

___1. participant evaluation

___2. presenter /team facilitator evaluation

Follow-up:

___Presenter
___Team
___Participant

Recommendations:

PRESENTER INFORMATION FORM

Who: ____________________
____
____

What Topic: ____

When: ____________________________

Where: Presenter's Room (other) _________________________

SPECIAL NEEDS:

To Attention of Team: ________________________________
____

To Attention of Participants: __________________________
____

INSERVICE PRESENTATION ANNOUNCEMENT

WHO: ______________________________

____

____

TOPIC: ____

WHEN: ______________________________

WHERE: PRESENTER'S ROOM or ___________________________________

***ATTENTION PARTICIPANTS:
Needed for inservice: ______________________________

____

____

____

****

I WILL ATTEND:

____

____

____

____

____

____

____

____

____

____

PARTICIPANT REQUEST

TO THE ATTENTION OF:-____________________

ON THE SUBJECT OF:____________________

NEEDS:______________________________
____
____

CLASSROOM IMPLEMENTATION FORM

Component:______________________________________

Presenter:______________________________________

Classroom Activity:______________________________
____

Grade Level:____________________________________

Adaptation to Planned Activity/Strategy:__________
____
____
____

Success of Planned Activity/Strategy:____________
____
____

Recommendations for Planned Activity/Strategy:___
____
____

RESOURCE FILE

COMPONENT ______________________________

PRESENTER ______________________________

Teacher:	Week of:
1. ____________________	________
2. ____________________	________
3. ____________________	________
4. ____________________	________
5. ____________________	________
6. ____________________	________
7. ____________________	________
8. ____________________	________
9. ____________________	________
10. ____________________	________

Presenter___________________
Inservice Component Topic_________________

Product/Strategy Evaluation

1. Did the presenter/s exhibit knowledge and first hand experience with the subject area of the inservice component?

____ yes ____ no

2. Was the information presented based on research?

____ yes ____ no

3. Did the component confirm instructional techniques or suggest new strategies?

____ yes ____ no

4. Did the component offer classroom ideas that were useful, applicable, appropriate, and adaptable to your classroom?

____ yes ____ no

5. Were your concerns on the topic of the inservice addressed during the course of the component?

____ yes ____ no

6. Did you get what you asked for in the component?

____ yes ____ no

7. Were there opportunities for interaction with the presenter and other participants for the purpose of sharing information ?

____ yes ____ no

8. Were there opportunitites during the course of the component for you to participate in activities that related the subject area of the component?

____ yes ____ no

9. Are you to receive materials from the presenter and /or materials developed at the component?

____ yes ____ no

10. Was the meeting place comfortable for the inservice component?

____ yes ____ no

11. Was the timing of the component convenient for you?

____ yes ____ no

12. Did you attend the component voluntarily?

____ yes ____ no

13. Will you be receptive to attending other inservices?

____ yes ____ no

14. Do you feel that your input/feedback/evaluation of this component will be valuable in terms of reshaping the component and/r correcting its deficiencies?

____ yes ____ no

If your response was "no" to any of the above questions, please explain and make recommendations for improvement.

____

____

____

____

APPENDIX P

AGENDA AND MINUTES FOR FEBRUARY 2, 1987

AGENDA FOR INSERVICE TEAM - FEBRUARY 2, 1987

Date Model implementation steps (p. 35)

Team responsibilities/role for inservice model (in writing for presenters information - packet)

Form/format revisions

Presenter packet

Participant packet

Inserice bulletin board and collection box

Match-ups

Schedule

Quarterly Evaluations for mid-course corrections

****

SAN ANTONIO - ASCD INSTITUTE ON :

" SCHOOL-BASED STAFF DEVELOPMENT "

***** NEXT MEETING - FEBRUARY 9, 1987

MINUTES FOR INSERVICE TEAM - FEBRUARY 2, 1987

ATTENDANCE : Burris
Eisner
Flanagan
Floridio
Gibson
Hill
Johnston
Klingensmith
Mapp
Morrison
Tidwell
Zimmerman

Model implementation steps dated

Team responsibilities/role for inservice model presenters:

*** Presenter given choice : two of three team members

1. audio-visual requirements
2. dittos
3. computer print-out requirements
4. presenter planning/ requests from participants
5. practice presentation
6. make suggestions
7. TIME restrictions
8. PR for presentation
9. follow-up with participants
10. PA announcements

Revisions made on the following forms:

Inservice Request Form
Individual Component Guidelines
Checklist
Presenter Information Form
Inservice Presentation Announcement

Evaluations:

Presenter to have choice of using form in packet or constructing one appropriate

Team members to handle distribution.

Team members to chart results and report to presenter.

Presenter Packet to include the following information:

Team Responsibilities/Role
Guidelines form
Checklist
Presenter Information
Evaluation

Participant Packet to include the following:

Two Classroom Implementation forms
Product/Strategy Evaluation form
Volunteer Request form

**Shelley Eisner Volunteer to draft some ideas for the Inservice Bulletin Board

***Monday suggested for presentations

****Quarterly evaluations for mid-course corrections

APPENDIX Q

REVISIONS OF FORMS

VOLUNTEER REQUEST FORM

____
(NAME)

CHECK:

________ serve on inservice team

________ present

________ make a request of______________________________
for an inservice on______________________________

________ present in the future

INDIVIDUAL INSERVICE COMPONENT GUIDELINES

SUBJECT ____

GRADE LEVEL ____

OBJECTIVES ____

____

____

WARM - UP (Focus)

OVERVIEW

PRESENTATION:
  Emphasis
  Clarification
  Comprehension Check

ACTIVITY/PRACTICE

CLASSROOM FOLLOW-UP ACTIVITY

SUMMARY

EVALUATION OF PRESENTATION

RESOURCE FILE MATERIALS

FOLLOW-UP ACTIVITY FEEDBACK FOR RESOURCE FILE

CHECKLIST FOR INDIVIDUAL INSERVICE COMPONENTS

PLANNING:

__ 1. Area to be addressed - particular emphasis
__ 2. Time element - How much material can be covered?

*****USE OF TIME*****

Overview - 5%
Component Development - 40%
Clarification, Emphasis, and Comprehension Check - 15%
Practice Activities - 15%
Classroom Follow-up Activity - 20%
Summary - 5%

__ 3. Supplies/materials/back-up equipment
__ 4. Formal/Informal
__ 5. Experiential activities - room organization needs
__ 6. Visuals - eye-catching (colored transparencies, posters) *** Participants should be given copies of materials to insure listening instead of copying!!
__ 7. Demonstrations or role playing - presenter/team
__ 8. Handouts (what and when to distribute)
__ 9. Classroom Follow-up Activity **Ex. Big Books made by older children for the younger children**
__10. Special techniques to facilitate strategies/techniques
__11. Individual/Group presentation
__12. Individual /Group Activities
__13. Presenter's examples used to emphasize points
__14. Humor to keep relaxed atmosphere
__15. Preinservice responsibilities for presenters and participants: prior knowledge; material preparations

---

PRESENTATION:

__ Stick to inservice topic/don't go afield - TEAM ASSIST
__ Control participants who get off the subject or try to monopolize component - TEAM ASSIST
__ Repeatedly emphasize important points
__ Present tasks/activities in an attractive challenging manner - *Participant copies*
__ Enjoy the presentation

EVALUATION:
____Participant ___Presenter/Team

FOLLOW-UP:
____Participant ___Presenter/Team

RECOMMENDATIONS:

PRESENTER INFORMATION FORM

WHO:____

____

____

WHAT TOPIC:___________________________________

WHEN:__________________________ TIME:___:___ to ___:___

WHERE: Presenter's Room (other)_________________________

GRADE LEVELS:____

***** SPECIAL NEEDS*****

To the Attention of the Inservice Team:_____________________

____

____

To the Attention of the Participants:_______________________

____

____

INSERVICE PRESENTATION ANNOUNCEMENT AND INVITATION

WHO: ______________________________

____

____

TOPIC: ____

GRADE LEVEL: ____________________________________

WHEN: _____________________ TIME: __:__ to __:__

WHERE: PRESENTER'S ROOM or ______________________________

ATTENTION PARTICIPANTS

NEEDED FOR INSERVICE: _________________________________

____

____

****

I WILL ATTEND:

____

____

____

____

____

____

____

____

____

APPENDIX R

PRESENTER PACKET

INSERVICE TEAM'S RESPONSIBILITIES/ROLE

Planning with the presenter/s

Relaying requests from participants

Modifications of guidelines

TIME RESTRICTIONS

Practice sessions

Suggestions

Audio-visual requirements / back-ups

Dittos

Computer print-out requirements

PR for the presentation

PA announcements

Participant reminders

Follow-up Activity with participants

Feedback from follow-up activities

Assistance with material for Resource File

Evaluation results from participants

Presenter/Team Evaluation Session

PRESENTER INFORMATION FORM

WHO:____

____

____

WHAT TOPIC:___________________________________

WHEN:__________________________ TIME:___:___ to ___:___

WHERE: Presenter's Room (other)________________________

GRADE LEVELS:____

***** SPECIAL NEEDS*****

To the Attention of the Inservice Team:_____________________

____

____

To the Attention of the Participants:_______________________

____

____

CHECKLIST FOR INDIVIDUAL INSERVICE COMPONENTS

PLANNING:

__ 1. Area to be addressed - particular emphasis
__ 2. Time element - How much material can be covered?

*****USE OF TIME*****

Overview - 5%
Component Development - 40%
Clarification, Emphasis, and Comprehension Check - 15%
Practice Activities - 15%
Classroom Follow-up Activity - 20%
Summary - 5%

__ 3. Supplies/materials/back-up equipment
__ 4. Formal/Informal
__ 5. Experiential activities - room organization needs
__ 6. Visuals - eye-catching (colored transparencies, posters) *** Participants should be given copies of materials to insure listening instead of copying!!
__ 7. Demonstrations or role playing - presenter/team
__ 8. Handouts (what and when to distribute)
__ 9. Classroom Follow-up Activity **Ex. Big Books made by older children for the younger children**
__10. Special techniques to facilitate strategies/techniques
__11. Individual/Group presentation
__12. Individual /Group Activities
__13. Presenter's examples used to emphasize points
__14. Humor to keep relaxed atmosphere
__15. Preinservice responsibilities for presenters and participants: prior knowledge; material preparations

---

PRESENTATION:

__ Stick to inservice topic/don't go afield - TEAM ASSIST
__ Control participants who get off the subject or try to monopolize component - TEAM ASSIST
__ Repeatedly emphasize important points
__ Present tasks/activities in an attractive challenging manner - *Participant copies*
__ Enjoy the presentation

EVALUATION:
____Participant ___Presenter/Team

FOLLOW-UP:
____Participant ___Presenter/Team

RECOMMENDATIONS:

INDIVIDUAL INSERVICE COMPONENT GUIDELINES

SUBJECT ____

GRADE LEVEL ____

OBJECTIVES ____

____

____

WARM - UP (Focus)

OVERVIEW

PRESENTATION:
  Emphasis
  Clarification
  Comprehension Check

ACTIVITY/PRACTICE

CLASSROOM FOLLOW-UP ACTIVITY

SUMMARY

EVALUATION OF PRESENTATION

RESOURCE FILE MATERIALS

FOLLOW-UP ACTIVITY FEEDBACK FOR RESOURCE FILE

Presenter___________________
Inservice Component Topic_________________

Product/Strategy Evaluation

1. Did the presenter/s exhibit knowledge and first hand experience with the subject area of the inservice component?

____ yes ____ no

2. Was the information presented based on research?

____ yes ____ no

3. Did the component confirm instructional techniques or suggest new strategies?

____ yes ____ no

4. Did the component offer classroom ideas that were useful, applicable, appropriate, and adaptable to your classroom?

____ yes ____ no

5. Were your concerns on the topic of the inservice addressed during the course of the component?

____ yes ____ no

6. Did you get what you asked for in the component?

____ yes ____ no

7. Were there opportunities for interaction with the presenter and other participants for the purpose of sharing information ?

____ yes ____ no

8. Were there opportunitites during the course of the component for you to participate in activities that related the subject area of the component?

____ yes ____ no

9. Are you to receive materials from the presenter and /or materials developed at the component?

____ yes ____ no

10. Was the meeting place comfortable for the inservice component?

____ yes ____ no

11. Was the timing of the component convenient for you?

____ yes ____ no

12. Did you attend the component voluntarily?

____ yes ____ no

13. Will you be receptive to attending other inservices?

____ yes ____ no

14. Do you feel that your input/feedback/evaluation of this component will be valuable in terms of reshaping the component and/r correcting its deficiencies?

____ yes ____ no

PLEASE MAKE RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVEMENT

____

____

____

____

____

RESOURCE FILE

COMPONENT ____________________

PRESENTER ____________________

Teacher: Week of:

1. ____________________ __________
2. ____________________ __________
3. ____________________ __________
4. ____________________ __________
5. ____________________ __________
6. ____________________ __________
7. ____________________ __________
8. ____________________ __________
9. ____________________ __________
10. ____________________ __________

APPENDIX S

PARTICIPANT PACKET

CLASSROOM IMPLEMENTATION FORM

Component: ____

Presenter: ____

Classroom Activity: ______________________________
____

Grade Level: _____________________________________

Adaptation to Planned Activity/Strategy: _________
____
____
____

Success of Planned Activity/Strategy: ____________
____
____

Recommendations for Planned Activity/Strategy: ___
____
____

CLASSROOM IMPLEMENTATION FORM

Component:____

Presenter:____

Classroom Activity:_______________________________

____

Grade Level:______________________________________

Adaptation to Planned Activity/Strategy:_________

____

____

____

Success of Planned Activity/Strategy:____________

____

____

Recommendations for Planned Activity/Strategy:___

____

____

Presenter___________________
Inservice Component Topic_________________

Product/Strategy Evaluation

1. Did the presenter/s exhibit knowledge and first hand experience with the subject area of the inservice component?

____ yes ____ no

2. Was the information presented based on research?

____ yes ____ no

3. Did the component confirm instructional techniques or suggest new strategies?

____ yes ____ no

4. Did the component offer classroom ideas that were useful, applicable, appropriate, and adaptable to your classroom?

____ yes ____ no

5. Were your concerns on the topic of the inservice addressed during the course of the component?

____ yes ____ no

6. Did you get what you asked for in the component?

____ yes ____ no

7. Were there opportunities for interaction with the presenter and other participants for the purpose of sharing information ?

____ yes ____ no

8. Were there opportunitites during the course of the component for you to participate in activities that related the subject area of the component?

____ yes ____ no

9. Are you to receive materials from the presenter and /or materials developed at the component?

____ yes ____ no

10. Was the meeting place comfortable for the inservice component?

____ yes ____ no

11. Was the timing of the component convenient for you?

____ yes ____. no

12. Did you attend the component voluntarily?

____ yes ____ no

13. Will you be receptive to attending other inservices?

____ yes ____ no

14. Do you feel that your input/feedback/evaluation of this component will be valuable in terms of reshaping the component and/r correcting its deficiencies?

____ yes ____ no

If your response was "no" to any of the above questions, please explain and make recommendations for improvement.

____

____

____

____

VOLUNTEER REQUEST FORM

____
(NAME)

CHECK:

________ serve on inservice team

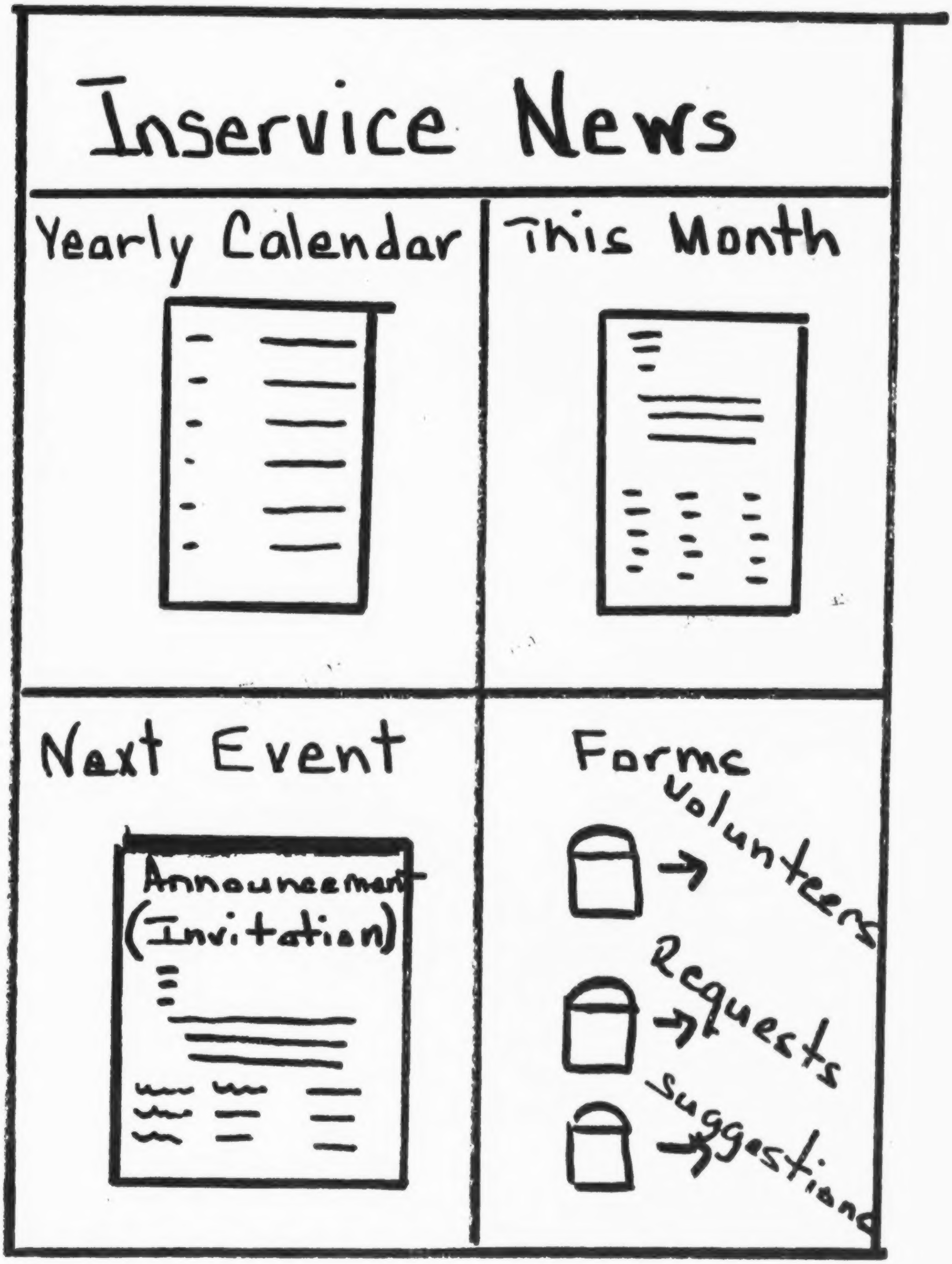
________ present

________ make a request of________________________________
for an inservice on________________________________

________ present in the future

APPENDIX T

BULLETIN BOARD


Inservice News
Yearly Calendar
This Month
Next Event
Forms
Announcement
(Invitation)
Volunteers
Requests
Suggestions

APPENDIX U

AGENDA AND MINUTES FOR FEBRUARY 9, 1987

AGENDA FOR INSERVICE TEAM - FEBRUARY 9, 1987

NEW REQUESTS

REVISED AND COMBINED FORMS

PRESENTER PACKET - PRE-PAC (Folder)

PARTICIPANT PACKET - PAR-PAC

COLOR CODE FORMS AND/OR CARDS

FIRST INSERVICE - FEBRUARY

ORIENTATION FOR PERSPECTIVE PRESENTERS
(presenters needs to determine appropriate TEAM members)

MINUTES FOR INSERVICE TEAM - FEBRUARY 9, 1987

ATTENDANCE:

Burris
Eisner
Floridio
Gibson
Hill
Johnston
Mapp
Morrison
Nicholas
Tidwell
Zimmermann

NEW REQUESTS:

Cocciolone/Nicholas - Ceramics
Stanley - Autoharp
Heath - Motivation/Rewards
Stockton - CPR

VOLUNTEER PRESENTER:

Nicholas - Problem Solving

FORMS APPROVED:

Volunteer Request Form (p.3)
Individual Inservice Component Guidelines (p.4)
Checklist for Individual Components (pp.5-8)
Presenter Information Form (p.13)
Inservice Presentation Announcement and Invitation (p.17)
   *add grade level under topic
Classroom Implementation Form (p.12)
Inservice Team's Responsibilities (p.6) will be placed in presenter's packet

ADDITIONS:

Color code presenter's and participants packet materials
Invite aides

BULLETIN BOARD:

Examples on board
Actual forms on a desk near bulletin board

FIRST INSERVICE:

Presenter: K. Zimmermann   Team Facilitator: S. Eisner

NEXT MEETING: February 16, 1987
FACULTY SURVEY - PARTICIPANT CONFIRMATION/COMMITMENT

APPENDIX V

AGENDA AND MINUTES FOR FEBRUARY 16, 1987

AGENDA FOR INSERVICE TEAM - FEBRUARY 16,1987

REPORT FROM B. FLORIDIO

REPORT FROM B. MORRISON

INSERVICE PARTICIPANT CONFIRMATION

INFORMATION MEETING WITH PRESENTERS

MINUTES FOR INSERVICE TEAM - FEBRUARY 16, 1987

ATTENDANCE:

Flanagan
Floridio
Gibson
Johnston
Klingensmith
Mapp
Morrison
Tidwell
Zimmermann

REPORTS:

Floridio - Members of the faculty were made aware of the requests made of them for inservices. Those consenting to conduct inservices initialed and dated acceptances.

Morrison - ASCD Conference in San Antonio, Texas - Our processes, steps, and format for presenters are on target. Suggestions for confirming participants were as follows:
   a. full faculty and staff meeting
   b. bulletin board inservice announcement
   c. reminders by inservice team
   d. unable to attend request
Warm-up (focus) activities should be used to channel participants thinking.

FEBRUARY 18, 1987:

1. Faculty and Staff (AIDES) meeting to complete PARTICIPATION CONFIRMATION FORMS
2. Inservice Team to tally confirmations

FEBRUARY 23, 1987:

First Inservice Component - Zimmermann (P)/ Eisner (IT)

FEBRUARY 25, 1987:

Inservice Team meeting with Presenters

MARCH 2, 1987:

Next Inservice Team Meeting

Date + Initial [illegible]

INSERVICE REQUESTS OF:

NAME	TOPIC
King ck 2/10/87	"Language Development" "Language Experience"
Hyde 2/10/87 S.H.	"L.D. Children in the Classroom"
Floridio no	"Story Ideas"
Mapp	"Developing Pride, Responsibility, and Self-discipline" I'm thinking about it
Harden 2/10/87	"Teaching with Units"
______	"Pre-primer Level Computer Activities" (small/grade level group)
Zimmermann KZ 2/10/87	"Computers" Intro
______	"Time Management"
Zimmerman/ Nicholas TN 2/10/87	"Computers" Logo
Stockton	"Developing Gross Motor Activities" "CPR"
Eisner 2/10/87	"Whole Language Approach"
Church 2/10/87	"Organization and Record Keeping" Sept '87
______	"Unit Teaching"
Stanley	"Autoharp"
Heath OMS 2/10/87 EH 2/10/87	"Motivation/Rewards
Nicholas/ 2/10/87 TN Cocciolone KC 2/10/87	"Ceramics"
Trevino CT. 2/10/87	"Spanish Speaking Children in the Classroom"
Nicholas 2/10/87 TN	"Problem Solving/ Time Management"

APPENDIX W

PARTICIPANT'S CONFIRMATION

PARTICIPATION CONFIRMATION OF ______________________
(name)

ART

______ CERAMICS - Nicholas/Cocciolone
______ CREATIVE THINKING/USING ART TO EVALUATE CHILDREN'S LEVELS - Cocciolone

COMPUTERS

______ GETTING STARTED WITH COMPUTERS - Zimmermann
______ LOGO - Nicholas

DISCIPLINE

______ ASSERTIVE DISCIPLINE - Harden
______ DISCIPLINE MODEL - Morrison

FIRST AID

______ CPR FOR TEACHERS - Stockton

LANGUAGE

______ LANGUAGE DEVELOPMENT - King
______ LANGUAGE EXPERIENCE - King
______ WHOLE LANGUAGE APPROACH - Eisner/Hill
______ BLACK ENGLISH VERNACULAR - Morrison

MATERIALS

______ BIG BOOKS - Hill
______ INSTRUCTIONAL MATERIALS, CARD CATALOG, EQUIPMENT REFRESHER - Heath

MUSIC

______ AUTOHARP - Stanley

ORGANIZATION

______ ORGANIZATION AND RECORD KEEPING - Church

PHYSICAL DEVELOPMENT

______ DEVELOPMENT OF GROSS MOTOR SKILLS - Stockton

SPECIAL AREAS

______ REFERRAL PROCEDURES AND ELIGIBILITY CRITERIA FOR LD - Hyde

______ BETTER UNDERSTANDING OF THE EMOTIONALLY HANDICAPPED STUDENT - Tidwell

TEACHING STRATEGIES

______ UNIT TEACHING - Harden
______ MOTIVATION/REWARDS - Heath
______ PROBLEM SOLVING/ORGANIZING MATH TIME - Nicholas
______ INDIVIDUALIZING INSTRUCTION - Stollar

APPENDIX X

INSERVICE FORM # 17

INSERVICE PRESENTATION ANNOUNCEMENT

WHO:______________________________

____

____

TOPIC:____

WHEN:______________________________

WHERE: PRESENTER'S ROOM or ________________________________

***ATTENTION PARTICIPANTS:
Needed for inservice:____________________________
____
____
____

****

I WILL ATTEND:

____

____

____

____

____

____

____

____

____

____

APPENDIX Y

AGENDA AND MINUTES FOR FEBRUARY 25, 1987

MINUTES FOR INSERVICE TEAM - FEBRUARY 25, 1987

ATTENDANCE:

Burris
Flanagan
Floridio
Gibson
Hill
Johnston
Morrison
Nicholas
Tidwell
Zimmermann

PRESENTERS RECEIVING PACKETS:

Church - 1
Cocciolone - 2
Harden - 2
Heath - 2
Hill - 2
Hyde - 1
King - 1
Morrison - 2
Nicholas - 3
Stanley - 1
Stollar - 1
Tidwell - 1
Zimmermann - 1 (prior)

PRESENTER PACKET CONTENTS:

Inservice Team's Responsibilities/Role
Presenter Information Form
Checklist
Guidelines
Resource File Sheet - front of folder for Resource Files

- Participant's materials:
  - Evaluation Form
  - Classroom Implementation Forms-2-ADD PARTICIPANT'S NAMES
  - Volunteer Request Forms

APPENDIX Z

AGENDA AND MINUTES FOR MARCH2, 1987

AGENDA FOR INSERVICE TEAM - MARCH 2,1987

REPORT FROM ZIMMERMANN AND EISNER

INSERVICE SCHEDULE FOR COMPONENTS

LIST OF INSERVICE PARTICIPANTS:

CERAMICS: COCCIOLONE/NICHOLAS
DAWSEY
MICHALSKI

CREATIVE THINKING: COCCIOLONE/GIBSON/NICHOLAS
R. RUSSELL
CHURCH
MICHALSKI
HILL
MORRISON

USING ART TO EVALUATE CHILDREN'S LEVELS: COCCIOLONE/GIBSON/NICHOLAS
FLORIDIO
SPITZMUELLER
JEFFERIES
WARREN
BURRIS
MORRISON

GETTING STARTED WITH COMPUTERS: ZIMMERMANN/EISNER
R. RUSSELL
DAWSEY
HIGGINS
LONG
BRADEN
COCCIOLONE
HILL
FRANK
MC KINNEY
CHURCH
HANSON
FLANAGAN
FLORIDIO
DAVIS
MAPP
TIDWELL
HENSON
WARREN
GIBSON
WALTON
STANLEY
BROWN
JOHNSTON
ROSS
MORRISON

LOGO: NICHOLAS/ZIMMERMANN/BURRIS
DAWSEY
MC KINNEY
VARNADORE
CHAPIN
KING
HEATH
POPOVICK
JOHNSTON
MORRISON
SIMS
COCCIOLONE
TIDWELL
GRANDSTAFF
TILLIS
FLANAGAN
EBRON
HYDE

ASSERTIVE DISCIPLINE: HARDEN/HILL/GIBSON

DAWSEY
FLORIDIO
TRAVILLA
J. RUSSELL
VARNADORE
GRANDSTAFF
TIDWELL
LONG
BURRIS
ZIMMERMANN
WOELFLE
POPOVICK
PILLSBURY
MC KINNEY
COCCIOLONE
FRANK
NICHOLAS
SPITZMUELLER
GIBSON
KING
HYDE
MICHALSKI
HIMMEL
JEFFERIES
EBRON
MORRISON

DISCIPLINE MODEL: MORRISON/BURRIS/HILL

CHURCH
FLORIDIO
TRAVILLA
SPITZMUELLER
CHITTY
BRADEN
LONG
MICHALSKI
HIMMEL
JEFFERIES
FLANAGAN
WOELFLE
EBRON

CPR:STOCKTON/ZIMMERMANN/NICHOLAS

R. RUSSELL
J. RUSSELL
COCCIOLONE
VARNADORE
PILLSBURY
HARDEN
STANLEY
BURRIS
BROWN
STOLLAR
DAWSEY
HILL
DAVIS
GIBSON
MORRISON
KING
HYDE
HEATH
POPOVICK

LANGUAGE DEVELOPMENT/EXPERIENCE: KING/FLANAGAN/HILL

TRAVILLA
GIBSON
WARREN
BURRIS
MORRISON
STOLLAR
EISNER
HARDEN
WOELFLE
HIMMEL
CHURCH

WHOLE LANGUAGE: EISNER/HILL/MORRISON
FLORIDIO
CHURCH
TRAVILLA
SPITZMEULLER
GIBSON
WARREN
HARDEN
HENSON
BURRIS
HIMMEL
FLANAGAN
WOELFLE

BLACK ENGLISH VERNACULAR: MORRISON/JOHNSTON/GIBSON
DAWSEY
MC KINNEY
SIMS
TRAVILLA
CHITTY
SPITZMUELLER
WALTON
STANLEY
BURRIS
TILLIS
ROSS
EBRON
HANSON

BIG BOOKS: HILL/BURRIS/FLORIDIO
TRAVILLA
CHITTY
SPITZMUELLER
EISNER
BRADEN
GIBSON
WARREN
KING
WOELFLE
ZIMMERMANN
HIMMEL
STOLLAR
MORRISON

INSTRUCTIONAL MATERIALS: HEATH/FLORIDIO/BURRIS
CHURCH
HILL
EISNER
MORRISON
JEFFERIES
BROWN
FLORIDIO
CHITTY
GIBSON
MICHALSKI
FLANAGAN
JOHNSTON
FRANK
SPITZMUELLER
HARDEN
ZIMMERMANN
ROSS
PILLSBURY

AUTOHARP: STANLEY/JOHNSTON/GIBSON

HILL
VARNADORE
WARREN
BROWN
STOLLAR
CHITTY
GRANDSTAFF
HYDE
POPOVICK
MORISON
SPITZMUELLER
MARTIN
HEATH
HANSON

ORGANIZATION AND RECORD KEEPING: CHURCH/JOHNSTON/BURRIS

SIMS
HILL
GRANDSTAFF
TILLIS
EBRON
MC KINNEY
DAVIS
TIDWELL
JEFFERIES
MORRISON
J. RUSSELL
EISNER
ZIMMERMANN
BROWN

DEVELOPMENT OF GROSS MOTOR SKILLS: STOCKTON/HILL/BURRIS

SPITZMUELLER
EISNER
MAPP
ZIMMERMANN
STANLEY
MORRISON

CRITERIA AND REFERRAL PROCESS FOR LD: HYDE/MAPP/TIDWELL

CHURCH
TRAVILLA
GIBSON
HARDEN
LONG
MORRISON

BETTER UNDERSTANDING OF THE EH STUDENT: TIDWELL/EISNER/MAPP

CHURCH
HILL
EISNER
BURRIS
FLANAGAN
TRAVILLA
CHITTY
WALTON
ZIMMERMANN
HANSON
J. RUSSELL
COCCIOLONE
LONG
STANLEY
MORRISON

UNITS: HARDEN/EISNER/KLINGENSMITH

CHURCH
J. RUSSELL
MORRISON
BURRIS
EBRON
MC KINNEY
HILL
GIBSON
TILLIS
TRAVILLA
SPITZMUELLER
HIMMEL
BROWN

MOTIVATION /REWARDS: HEATH/FLORIDIO/BURRIS

CHURCH
J. RUSSELL
MAPP
PILLSBURY
LONG
TILLIS
BROWN
MC KINNEY
HILL
HARDEN
HENSON
MICHALSKI
WOELFLE
EBRON
TRAVILLA
MORRISON
POPOVICK
HIMMEL
ZIMMERMANN
JEFFERIES

PROBLEM SOLVING: NICHOLAS/EISNER/KLINGENSMITH
- CHURCH
- MC KINNEY
- LONG
- ZIMMERMANN
- TILLIS
- EBRON
- MORRISON

INDIVIDUALIZED INSTRUCTION: STOLLAR/FLORIDIO/EISNER
- MC KINNEY
- HILL
- TRAVILLA
- SPITZMUELLER
- LONG
- HIMMEL
- TILLIS
- EBRON
- BROWN
- MORRISON
- GIBSON

INSERVICE PRESENTATION SCHEDULE - 1987

MARCH 2 - TEAM MEETING
MARCH 9 - GETTING ACQUAINTED WITH COMPUTERS
MARCH 16 - DISCIPLINE MODEL - MORRISON, BURRIS, HILL
MARCH 23 - Record Day - TEAM MEETING
MARCH 25 (Wed.) - INDIVIDUALIZED INSTRUCTION - STOLLAR, EISNER, FLORIDIO

APRIL 6 - BLACK ENGLISH VERNACULAR - MORRISON, JOHNSTON, GIBSON
APRIL 13 - UNITS - HARDEN, EISNER, KLINGENSMITH
APRIL 15 - TEAM MEETING
APRIL 20 - LOGO - NICHOLAS, ZIMMERMANN, BURRIS
APRIL 22 - TEAM MEETING - QUARTERLY EVALUATION
APRIL 27 -

MAY 4 - INSTRUCTIONAL MATERIALS - HEATH, FLORIDIO, BURRIS
MAY 11 - ? ASSERTIVE DISCIPLINE - HARDEN, HILL, GIBSON
MAY 18 - ? ASSERTIVE DISCIPLINE (CONT.)
MAY 29 - TEAM MEETING

JUNE 1 - WHOLE LANGUAGE - EISNER, HILL, GIBSON

***** SUMMER VACATION *****

SEPTEMBER 2 - TEAM MEETING
SEPTEMBER 7 - Labor Day
SEPTEMBER 9 - (Wed.) USING ART TO EVALUATE CHILDREN'S LEVELS - COCCIOLONE, GIBSON, NICHOLAS
SEPTEMBER 14 - BETTER UNDERSTANDING OF THE EMOTIONALLY HANDICAPPED STUDENT - TIDWELL, EISNER, MAPP
SEPTEMBER 16 - TEAM MEETING - QUARTERLY EVALUATION
SEPTEMBER 21 - PROBLEM SOLVING - NICHOLAS, EISNER, KLINGENSMITH
SEPTEMBER 28 - ORGANIZATION AND RECORD KEEPING - CHURCH, JOHNSTON, BURRIS

OCTOBER 5 - BIG BOOKS - HILL, BURRIS, FLORIDIO
OCTOBER 12 - CRITERIA AND REFERRAL PROCESS FOR LEARNING DISABILITIES - HYDE, MAPP, TIDWELL
OCTOBER 19 - AUTOHARP - STANLEY, JOHNSTON, GIBSON
OCTOBER 21 - TEAM MEETING QUARTERLY EVALUATION
OCTOBER 26 - CPR - STOCKTON, NICHOLAS, ZIMMERMANN

NOVEMBER 2 - CREATIVITY - COCCIOLONE, GIBSON, NICHOLAS
NOVEMBER 9 - MOTIVATION/REWARDS - HEATH, FLORIDIO, BURRIS
NOVEMBER 16 -
NOVEMBER 23 - GROSS MOTOR ACTIVITIES - STOCKTON, HILL, BURRIS
NOVEMBER 30 - CERAMICS - NICHOLAS/COCCIOLONE

DECEMBER 7 -
DECEMBER 14 -

INSERVICE PRESENTATION SCHEDULE - 1988

JANUARY 4 -
JANUARY 11 - TEAM MEETING - QUARTERLY EVALUATION
JANUARY 18 - SPANISH SPEAKING CHILDREN - TREVINO, TIDWELL, JOHNSTON
JANUARY 25 - LANGUAGE DEVELOPMENT /EXPERIENCE - KING, FLANAGAN, HILL

MINUTES FOR INSERVICE TEAM - MARCH 2, 1987

ATTENDANCE:

Burris
Eisner
Flanagan
Floridio
Gibson
Hill
Johnston
Klingensmith
Morrison
Nicholas
Tidwell
Zimmermann

REPORTS:

Zimmermann/Eisner

Presentation Hints:
1. Don't leave things to the last minute.
2. Small Groups should be brought back together at the end for a summary.
3. List of small groups prepared before hand ...IMPORTANT.
4. Evaluation should turned in at the end of the session.
5. Follow-up should be completed within TWO WEEKS if possible.

INSERVICE:

November 30, 1987 - CERAMICS - NICHOLAS/COCCIOLONE

QUARTERLY EVALUATIONS - AFTER EACH FIVE PRESENTATIONS -

APRIL 22,1987
SEPTEMBER 16,1987
OCTOBER 21,1887
JANUARY 18,1988

MAY 20, 1987: INSERVICE PLANNING FOR 1988

RESOURCE FILE:
REGULAR FILE DATED
TAPE CHECK-OUT INFORMATION ON THE FRONT
TO BE PLACED IN THE LIBRARY

COPY OF INSERVICE SCHEDULE ON THE BULLETIN BOARD

***** DO CORRECTED FORM OF INSERVICE SCHEDULE FOR EVERYONE *****

APPENDIX AA

AGENDA AND MINUTES FOR MARCH 23, 1987

INSERVICE TEAM AGENDA MARCH 23, 1987

REQUEST FOR INSERVICE ON SPANISH SPEAKING STUDENTS - ACCEPTED
Cecelia Trevino - February, 1988

STOLLAR CANCELLED

LIBRARY CARD ON OUTSIDE OF RESOURCE FOLDER

INSERVICE ANNOUNCEMENT SHEET - MORE ATTENTION FOR BULLETIN BOARD
Additional PA reminders for participants (signed/unsigned)

INVITATIONS TO OTHER SCHOOLS - GIBSON

DISCIPLINE INSERVICE - HILL, BURRIS, MORRISON

MINUTES FOR INSERVICE TEAM MEETING - MARCH 23, 1987

ATTENDANCE:
- Burris
- Eisner
- Gibson
- Hill
- Johnston
- Morrison
- Tidwell
- Zimmermann

CECELIA TREVINO HAS ACCEPTED A REQUEST AND WILL PRESENT THE SPANISH SPEAKING CHILD IN THE CLASSROOM - FEB., 1988

INDIVIDUALIZED INSTRUCTION - STOLLAR WAS CANCELLED AND HAS NOT BEEN RESCHEDULED TO DATE

**RESOURCE FILE CHECK-OUT SHEET REPLACED BY LIBRARY CARD

ANNOUNCEMENTS TO BE MADE ON WPAL AS EXTRA PR FOR PRESENTATIONS

***PARTICIPANTS WHO WISH TO SIGN UP FOR COMPONENTS ENCOURAGED - WPAL

OTHER SCHOOLS COULD BE INVITED TO INSERVICE IF THEIR INTEREST IS KNOWN

DISCIPLINE MODEL INSERVICE WENT WELL - PRACTICE AND FREQUENT COMMUNICATIONS BETWEEN FACILITATORS AND PRESENTERS ARE IMPORTANT

TWO-THREE WEEKS IN ADVANCE OF THE COMPONENT WAS SUGGESTED FOR FACILITATORS AND PRESENTERS TO ORGANIZE AND PRACTICE

TIDWELL REPLACED KLINGENSMITH AS ONE OF THE UNIT INSERVICE (HARDEN) FACILITATORS

DAN NOLEN (TEC) IS PURCHASING THE ASSERTIVE DISCIPLINE TAPES FOR THE COUNTY

MONEY NEEDS TO BE COLLECTED BY THE ASSERTIVE DISCIPLINE FACILITATORS DURING THE WEEK OF APRIL 6TH AND TURNED IN BY APRIL 13TH AT THE LATEST

APPENDIX BB

AGENDA AND MINUTES FOR APRIL 15, 1987

AGENDA FOR INSERVICE TEAM - APRIL 15, 1987

WHOLE LANGUAGE DATE CHANGED TO JUNE 1, 1987

MONEY FOR ASSERTIVE DISCIPLINE

QUARTERLY EVALUATION - OPEN-ENDED QUESTIONS???

BEV RECOMMENDATIONS

UNITS RECOMMENDATIONS

QUESTIONS ON PARTICIPANT PACKETS

TREVINO - INSERVICE FACILITATORS

MINUTES FOR INSERVICE TEAM - APRIL 15, 1987

ATTENDANCE:

Burris
Eisner
Flanagan
Gibson
Hill
Johnston
Mapp
Morrison
Tidwell

REMINDER OF WHOLE LANGUAGE INSERVICE CHANGED TO JUNE 1ST
(Pat Heldreth will be assisting Shelley, Sue, Lynn)

LYNN HAS COLLECTED ASSERTIVE DISCIPLINE MONEY FROM 13

QUARTERLY EVALUATIONS TO BE PLACED IN MAILBOXES ON APRIL 22ND.
LAST ITEM ON BASIC EVALUATION FORM TO BE CHANGED TO READ: PLEASE MAKE RECOMMENDATIONS FOR IMPROVEMENT

BEV INSERVICE WENT WELL BUT SEVERAL PARTICIPANTS LEFT EARLY

UNIT INSERVICE WENT WELL

FACILITATORS NEED TO GENTLY INSIST THAT THEY GO OVER THE MATERIALS FOR INSERVICES WITH THE PRESENTERS TO INSURE THE SMOOTHEST AND THE MOST INFORMATIVE INSERVICES

****IN ORDER FOR SOME PRESENTERS TO BE MORE RECEPTIVE TO PRACTICING WITH FACILITATORS, FACILITATORS COULD STATE THAT THESE KINDS OF INTERACTIONS AND INFORMATION SHARINGS ARE PART OF THE GENERAL FORMAT OF THE INSERVICE MODEL****

FORM #4 WHICH IS PART OF THE PRESENTER'S PACKET IS TO BE USED WHEN THE PRESENTER IS MAKING PLANS AND THE FACILITATORS ARE NOT READILY AVAILABLE (as an example - over the summer)

AN ABSTRACT OF THE IMPLEMENTATION OF THE INSERVICE MODEL HAS BEEN SUBMITTED TO FASCD TO BE CONSIDERED FOR A PRESENTATION AT THEIR MEETING IN ORLANDO, OCTOBER, 1987

FEEDBACK FROM DR. NOLEN VIA MR. SIMMONS ON POSSIBLY APPLYING FOR STATE FUNDING FOR SCHOOL-BASED INSERVICE IMPLEMENTATION TO BE RECEIVED

APPENDIX CC

MODIFIED EVALUATION FORM

QUARTERLY EVALUATION

1. Did the presenter/s exhibit knowledge and first hand experience with the subject area/s of the component/s?

____ yes ____ no

2. Was the information presented based on research?

____ yes ____ no

3. Did the component/s confirm instructional techniques or suggest new strategies?

____ yes ____ no

4. Did the component/s offer classroom ideas that were useful, applicable, appropriate, and adaptable to your classroom?

____ yes ____ no

5. Were your concerns on the topic/s of the inservice/s addressed during the course/s of the component/s?

____ yes ____ no

6. Did you get what you asked for in the component/s?

____ yes ____ no

7. Were there opportunities for interaction with the presenter/s and other participants for the purpose of sharing information ?

____ yes ____ no

8. Were there opportunitites during the course/s of the component/s for you to participate in activities that related

the subject area/s of the component/s?

____ yes ____ no

9. Did receive materials from the presenter/s and/or materials developed at the component/s?

____ yes ____ no

10. Was/were the meeting place/s comfortable for the inservice component/s?

____ yes ____ no

11. Was the timing of the component/s convenient for you?

____ yes ____ no

12. Did you attend the component/s voluntarily?

____ yes ____ no

13. Will you be receptive to attending other inservices?

____ yes ____ no

14. Do you feel that your input/feedback/evaluation of this/these component/s will be valuable in terms of reshaping the component/s and/r correcting its/their deficiencies?

____ yes ____ no

PLEASE MAKE RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVEMENT

____

____

____

____

____

APPENDIX DD

AGENDA AND MINUTES FOR APRIL 22, 1987

AGENDA FOR INSERVICE TEAM - APRIL 22, 1987

LOGO INSERVICE

QUARTERLY EVALUATIONS

UPCOMING INSERVICES - PROGRESS, NOTICES, PROBLEMS

RESOURCE FILES

INSERVICE TEAM - JANUARY - DECEMBER, 1988

INSERVICES:
- REPEATS
- REQUESTS
- VOLUNTEERS
- SURVEY NEEDS ADDRESSED

FACILITATORS FOR EARLY FALL INSERVICES

MINUTES - INSERVICE TEAM - APRIL 22, 1987

ATTENDANCE:

Flanagan
Floridio
Gibson
Hill
Johnston
Morrison
Nicholas
Tidwell
Zimmermann

UPDATE ON UPCOMING COMPONENTS:

INSTRUCTIONAL MATERIALS
ASSERTIVE DISCIPLINE
WHOLE LANGUAGE

PLACE RESOURCE FILES IN THE MEDIA CENTER EVEN IF IMPLEMENTATION FORMS ARE STILL MISSING

FACILITATORS TO COPY IMPLEMENTATION FORMS TO MAKE COPIES FOR RESOURCE FILE AND PRESENTER

****NEW INSERVICE TEAM FOR 1988****

PRESENT MEMBERS INTERESTED IN CONTINUING ??
TRAINING FOR ANY NEW VOLUNTEERS

*****COMPONENTS*****

REPEATS OF ANY COMPONENTS
ADDRESS SURVEY NEEDS NOT MET
NEW SURVEY FOR LATE FALL

QUARTERLY EVALUATION

27/50 RETURNS

COMMENTS:

THANK YOU FOR REMINDERS.

GREAT!

I WOULD GO FURTHER WITH LOGO.
STRIKE SYSTEM HAS TURNED MY CLASS AROUND.
I'M GETTING USED TO THE CHAIRS.

AN EFFORT SHOULD BE MADE TO BEGIN THE INSERVICES ON TIME. PERHAPS SOME SHOULD BE RESCHEDULED (LOGO) TO ALLOW FOR REFRESHER AND MORE PRACTICE.

FOR THE COMPUTER INSERVICE: I WOULD HAVE SEPARATED THE SESSION IF POSSIBLE. I KNEW HOW TO LOAD AN INDIVIDUAL COMPUTER BUT I NEEDED TO LEARN HOW TO LOAD ALL THE COMPUTERS IN THE COMPUTER ROOM. THERE WERE TOO MANY PARTICIPANTS AND SOME OF US DIDN'T GET TO GO INTO THE COMPUTER ROOM.

I THINK THAT THINGS HAVE BECOME TOO COMPLICATED AND FORMAL. SOME PEOPLE ARE GETTING SCARED OFF BY THE COMPLEXITY OF THE FORMS AND THE PRESENTATION.

NOT SMALL SEATS. HAVE US MARK OR DO TASKS SHOWN.

WOULD LIKE TO HEAR OTHER WAYS USED TO CONTROL THE CLASSROOM.

THEY WERE IMMENSELY INFORMATIVE, ESPECIALLY THE BLACK ENGLISH VERNACU7LAR.

THE UNIT INSERVICE DID NOT ADDRESS UNIT TEACHING. I WOULD HAVE PREFERRED AN INSERVICE ON HOW TO APPROACH UNIT TEACHING AS OPPOSED TO THE SKILLS APPROACH.

I ATTENDED ONE INSERVICE AND I EVALUATED IT AT THAT TIME.

I HAVE BEEN INTERESTED IN THE INSERVICES I ATTENDED, HOWEVER, I FEEL THERE MAY BE TOO MUCH PAPERWORK INVOLVED AFTER THE INSERVICE HAS BEEN COMPLETED. NEEDS TO BE MORE CASUAL!

EXCELLENT - I'VE ENJOYED THEM. THE ONLY CHANGE I WOULD MAKE WOULD BE IN THE TIME. IF THE INSERVICE IS GOING TO RUN 1 1/2 HRS. - HAVE IT ON 2 AFTERNOONS FOR 45 MINUTES.

I ATTENDED SOME INSERVICES BECAUSE THE SOUNDED INTERESTING EVEN THOUGH THEY DID NOT PERTAIN TO MY GRADE LEVEL.

I DON'T HAVE A CLASSROOM BUT THE INFORMATION WAS VERY HELPFUL FOR ME. I THINK IT IS GOING WELL. I HAVE ONLY ATTENDED ONE INSERVICE BUT IT WAS USEFUL. I AM LOOKING FORWARD TO OTHERS.

APPENDIX EE

AGENDA AND MINUTES FOR MAY 20, 1987

AGENDA - INSERVICE TEAM - MAY 20, 1987

REPORTS:
- INSTRUCTIONAL MATERIALS
- ASSERTIVE DISCIPLINE

UPDATE:
- WHOLE LANGUAGE

INSERVICE TEAM FOR 1988

COMPONENTS:
- REPEATS
- SURVEY NEEDS NOT HERETOFORE ADDRESSED
- NEW SURVET IN THE FALL

QUARTERLY EVALUATION

QUESTIONS/CONCERNS/SUGGESTIONS/PROBLEMS

MINUTES FOR INSERVICE TEAM - MAY 20, 1987

ATTENDANCE:

Burris
Eisner
Flanagan
Floridio
Hill
Johnston
Morrison
Tidwell
Zimmermann

REPORTS:

INSTRUCTIONAL MATERIALS INSERVICE WENT WELL

ASSERTIVE DISCIPLINE SHOULD POSSIBLE HAVE FOLLOW-UP IN THE FALL TO REFRESH PARTICIPANTS MEMORIES AND TO SUGGEST DIFFERENT IMPLEMENTATION STRATEGIES

WHOLE LANGUAGE WILL BE INTRODUCTORY AND WILL BE FOLLOWED BY A COUNTY-WIDE PRESENTATION NEXT FALL BY THE PRIMARY SUPERVISOR

INSERVICE TEAM MEMBER COMMITMENTS FOR FEBRUARY, 1988 TO DECEMBER, 1988

YES
BURRIS
EISNER
MORRISON
ZIMMERMANN

???
HILL
FLORIDIO

NOT IN ATTENDANCE
MAPP
NICHOLAS
KLINGENSMITH

NO
JOHNSTON
TIDWELL
GIBSON
FLANAGAN

COMPONENTS TO BE REPEATED AND/OR SUPPLEMENTED NEXT YEAR

ASSERTIVE DISCIPLINE
INSTRUCTIONAL MATERIALS
UNIT TEACHING
COMPUTERS
LOGO

COMPONENTS NEEDED TO ADDRESS SURVEY NEEDS:

UPDATED TRENDS IN READING
UPDATING TRENDS IN CONPUTERS
PLANNING FOR INDIVIDUAL DIFFERENCES IN STUDENTS
SETTING EXPECTATIONS FOR STUDENT SUCCESS
TIME MANAGEMENT ? - SIMS/HENSON - FLORIDIO HAS BOOK ON TM
SCHOOL LAW - ? SIMMONS

SURVEY TO BE EXECUTED IN THE FALL FOR:

INSERVICE TEAM
PRESENTERS
NEEDS ASSESSMENT OF NEEDS/ PRESENTER REQUESTS

NEW INSERVICE TEAM TO SIT IN ON FALL MEETINGS AND ASSIST AT COMPONENTS

QUARTERLY EVALUATION:

DELAYED COMPONENTS DUE TO PARTICIPANT LATENESS NOT PRESENTERS'

COMPONENT PRESENTER COMPLEXITY - FACILITATORS TO REASSURE CONCERNING THE PURPOSE OF THE GUIDELINES

COMPONENTS WHEN AT ALL POSSIBLE TO BE CONDENSED INTO SINGLE SESSION

IMPLEMENTATION FORMS TO BE CONTINUED TO ENCOURAGE CLASSROOM USAGE OF THE INSERVICE INFORMATION/STRATEGIES/TECHNOLOGIES

APPENDIX FF

REMINDER LETTER

JULY 20, 1987

HI,

I HOPE YOU ALL ARE HAVING A SUPER SUMMER....SUNNING AND FUNNING....OR IF YOU ARE REMAINING IN BRADENTON....DRIPPING!!!

SCHOOL WILL BE STARTING AGAIN BEFORE YOU KNOW IT. YES!! YES!! INSERVICE COMPONENTS, TOO.

I AM ENCLOSING OUR FALL SCHEDULE.

DON'T FORGET, TEAM FACILITATORS AND PRESENTERS (ESPECIALLY IF YOUR INSERVICE IS SCHEDULED FOR SEPTEMBER) TO TOUCH BASE WITH EACH OTHER. ALL THAT CAN BE PLANNED AND IRONED OUT NOW WILL SAVE YOU VALUABLE TIME WHEN SCHOOL STARTS.

TAKE CARE AND ENJOY THE REMAINING PRECIOUS DAYS OF VACATION!!

FONDLY,

Betsy

APPENDIX GG

AGENDA AND MINUTES FOR AUGUST 31, 1987

AGENDA FOR INSERVICE TEAM - AUGUST 31, 1987

BOOKKEEPING - NUMBER OF PARTICIPANTS/NUMBER OF EVALUATIONS

UPDATES ON COMPONENT SCHEDULE

FALL SURVEY

- UPDATES IN READING TRENDS
- UPDATES IN COMPUTER TRENDS
- SETTING EXPECTATIONS FOR STUDENT SUCCESS
- TIME MANAGEMENT
- SCHOOL LAW
- PLANNING FOR INDIVIDUAL DIFFERENCES AMONG STUDENTS

- ASSERTIVE DISCIPLINE
- INDIVIDUALIZED INSTRUCTION
- UNIT TEACVHING
- COMPUTERS
- LOGO

INSERVICE TEAM VOLUNTEERS

1988 VOLUNTEER PRESENTERS/REQUESTS

SECOND QUARTERLY EVALUATION

FASCD CONVENTION IN DAYTONA BEACH - OCTOBER 29,30

PARTICIPANT CONFIRMATION:____________________________________

INSERVICE NEEDS FOR 1988

I AM INTERESTED IN THE FOLLOWING INSERVICE COMPONENTS:

TEC SURVEY REQUESTS NOT ADDRESSED

____UPDATING TRENDS IN READING

____UPDATING TRENDS IN COMPUTERS

____SETTING EXPECTATIONS FOR STUDENT SUCCESS

____TIME MANAGEMENT

____SCHOOL LAW

____PLANNING FOR INDIVIDUAL DIFFERENCES

REFRESHERS

____ASSERTIVE DISCIPLINE

____UNIT TEACHING

____COMPUTER

____LOGO

CANCELLED COMPONENT

____INDIVIDUALIZED INSTRUCTION

ADDED COMPONENT

____SPANISH SPEAKING CHILDREN IN THE CLASSROOM

****

I WOULD LIKE TO :

____SERVE ON THE 1988 INSERVICE TEAM

____PRESENT DURING THE 1988 INSERVICE YEAR - TOPIC:__________

____MAKE A REQUEST OF________________________ - TOPIC:__________

APPENDIX HH

AGENDA AND MINUTES FOR SEPTEMBER 16, 1987

AGENDA INSERVICE TEAM - SEPTEMBER 16, 1987

COMPONENTS: ??

ORGANIZATION AND RECORD KEEPING
BETTER UNDERSTANDING OF THE EMOTIONALLY HANDICAPPED STUDENT

CONFIRMATION:

SCHOOL LAW - SIMMONS

POSSIBLE REQUIRED COMPONENT:

CRITERIA AND REFERRAL PROCESS FOR LEARNING DISABILITIES -
HYDE, MAPP, TIDWELL

2ND QUARTER EVALUATIONS: 40 COPIES DISTRIBUTED

MINUTES OF THE INSERVICE TEAM - SEPTEMBER 16, 1987

ATTENDANCE:

BURRIS
FLORIDIO
GIBSON
HILL
JOHNSTON
MORRISON
NICHOLAS
TIDWELL
ZIMMERMANN

INSERVICE COMPONENTS:

1. BETTER UNDERSTANDING OF THE EMOTIONALLY HANDDICAPPED STUDENT: TIDWELL - TO BE RESCHEDULED UPON PROPOSAL APPROVAL FROM NOVA UNIVERSITY (to be scheduled for the entire faculty)
2. CLASSROOM ORGANIZATION AND RECORD KEEPING : CHURCH - TO BE PRESENTED AS PLANNED
3. CONFIRMATION FROM SIMMONS TO PRESENT SCHOOL LAW
4. CRITERIA AND REFERRAL PROCEDURES FOR LEARNING DISABILITIES: HYDE - (to be scheduled for the entire faculty)
5. PROBLEM SOLVING: NICHOLAS - BEAUTIFUL PRESENTATION (attendance 3/7)

1ST QUARTER EVALUATION: 27/50 - 54%
2nd QUARTER EVALUATION: 14/40 - 35%

COMMENTS:

I think it's a great idea, teachers helping teachers improve or learn new things!

I did not attend any inservices this quarter.

*** OCTOBER 21, 1987 - 3RD QUARTER EVALUATION
- SURVEY FOR PRESENTATIONS AND TEAM

APPENDIX II

REVISED SCHEDULE

INSERVICE PRESENTATION SCHEDULE - 1987

MARCH 2 - TEAM MEETING
MARCH 9 - GETTING ACQUAINTED WITH COMPUTERS
MARCH 16 - DISCIPLINE MODEL - MORRISON, BURRIS, HILL
MARCH 23 - Record Day - TEAM MEETING
MARCH 25 (Wed.) - INDIVIDUALIZED INSTRUCTION - STOLLAR, EISNER, FLORIDIO

APRIL 6 - BLACK ENGLISH VERNACULAR - MORRISON, JOHNSTON, GIBSON
APRIL 13 - UNITS - HARDEN, EISNER, KLINGENSMITH
APRIL 15 - TEAM MEETING
APRIL 20 - LOGO - NICHOLAS, ZIMMERMANN, BURRIS
APRIL 22 - TEAM MEETING - QUARTERLY EVALUATION
APRIL 27 -

MAY 4 - INSTRUCTIONAL MATERIALS - HEATH, FLORIDIO, BURRIS
MAY 11 - ? ASSERTIVE DISCIPLINE - HARDEN, HILL, GIBSON
MAY 18 - ? ASSERTIVE DISCIPLINE (CONT.)
MAY 29 - TEAM MEETING

JUNE 1 - WHOLE LANGUAGE - EISNER, HILL, GIBSON

***** SUMMER VACATION *****

SEPTEMBER 2 - TEAM MEETING
SEPTEMBER 7 - Labor Day
SEPTEMBER 9 - (Wed.) PROBLEM SOLVING - NICHOLAS, EISNER
SEPTEMBER 14 - BETTER UNDERSTANDING OF THE EMOTIONALLY HANDICAPPED STUDENT - TIDWELL, EISNER, MAPP
SEPTEMBER 16 - TEAM MEETING - QUARTERLY EVALUATION
SEPTEMBER 21 - LIBRARY ORIENTATION - HEATH, FLORIDIO,BURRIS
SEPTEMBER 28 - ORGANIZATION AND RECORD KEEPING - CHURCH, JOHNSTON, BURRIS

OCTOBER 5 - BIG BOOKS - HILL, BURRIS, FLORIDIO
OCTOBER 12 - CRITERIA AND REFERRAL PROCESS FOR LEARNING DISABILITIES - HYDE, MAPP, TIDWELL
OCTOBER 19 - AUTOHARP - STANLEY, JOHNSTON, GIBSON
OCTOBER 21 - TEAM MEETING QUARTERLY EVALUATION
OCTOBER 26 - CPR - STOCKTON, NICHOLAS, ZIMMERMANN

NOVEMBER 2 -
NOVEMBER 9 - USING ART TO EVALUATE CHILDREN'S LEVELS COCCIOLONE, GIBSON, NICHOLAS
NOVEMBER 16 -
NOVEMBER 23 - GROSS MOTOR ACTIVITIES - STOCKTON, HILL, BURRIS
NOVEMBER 30 - CERAMICS - NICHOLAS/COCCIOLONE

DECEMBER 7 -
DECEMBER 14 -

INSERVICE PRESENTATION SCHEDULE - 1988

JANUARY 4 - SPANISH SPEAKING CHILDREN IN THE CLASSROOM-
TREVINO, TIDWELL, JOHNSTON

JANUARY 11 - TEAM MEETING - QUARTERLY EVALUATION
JANUARY 18 - RECORD DAY
JANUARY 25 - LANGUAGE DEVELOPMENT /EXPERIENCE - KING,
FLANAGAN, HILL

FEBRUARY 1 - CREATIVITY - COCCIOLONE, NICHOLAS, MORRISON

FEBRUARY 8 -
FEBRUARY 15 -
FEBRUARY 22 -
FEBRUARY 29 -

MARCH 7 -
MARCH 14 -
MARCH 21 -

APRIL 4 -
APRIL 11 -
APRIL 18 -
APRIL 25 -

MAY 2 -
MAY 9 -
MAY 16 -
MAY 23 -

APPENDIX JJ

SURVEY FOR VOLUNTEERS FOR 1988

PARTICIPANT CONFIRMATION:____

INSERVICE NEEDS FOR 1988

I AM INTERESTED IN THE FOLLOWING INSERVICE COMPONENTS:

TEC SURVEY REQUESTS NOT ADDRESSED

____UPDATING TRENDS IN READING

____UPDATING TRENDS IN COMPUTERS

____SETTING EXPECTATIONS FOR STUDENT SUCCESS

____TIME MANAGEMENT

____SCHOOL LAW

____PLANNING FOR INDIVIDUAL DIFFERENCES

REFRESHERS

____ASSERTIVE DISCIPLINE

____UNIT TEACHING

____COMPUTER

____LOGO

CANCELLED COMPONENT

____INDIVIDUALIZED INSTRUCTION

ADDED COMPONENT

____SPANISH SPEAKING CHILDREN IN THE CLASSROOM

****

I WOULD LIKE TO :

____SERVE ON THE 1988 INSERVICE TEAM

____PRESENT DURING THE 1988 INSERVICE YEAR - TOPIC:__________

____MAKE A REQUEST OF______________________ - TOPIC:__________

APPENDIX KK

AGENDA AND MINUTES FOR NOVEMBER 2, 1987

AGENDA FOR INSERVICE TEAM -

3RD QUARTER EVALUATION:

14/50 RETURNED
7 WITH COMMENTS

COMMENTS:

WE'RE USED TO THE CHAIRS NOW.

HAVE FALLEN BEHIND ON CLASSWORK. TOO MANY, TOO CLOSE.

I FIND IT VERY DIFFICULT TO MAKE RECOMMENDATIONS OR SUGGESTIONS FOR IMPROVEMENT OF ANY INSERVICE GIVEN BY A PEER. IF I COULD DO THIS, I WOULD NOT NEED THE INSERVICE. I BELIEVE MOST OF US FEEL THIS WAY.

I ENJOYED THE TWO INSERVICES I ATTENDED, ASSERTIVE DISCIPLINE AND AUTOHARP. MOST OF THE INSERVICES THOUGH ARE NOT VERY PRACTICAL FOR THE CLASSROOM ASSISTANTS. I, MYSELF, WOULD LIKE HELP WITH CAFETERIA MANAGEMENT, AS IN DISCIPLINE, AND HELP IN GRADING ENGLISH PAPERS THAT THE CHILDREN COMPOSE THEMSELVES.

HAS BEEN HARD. MANY TIMES SOME OF MY WORK HAS HAD TO BE PUT ASIDE. THIS HAS CAUSED ME TO GET BEHIND IN MY WORK.

AS A CLASSROOM ASSISTANT, THERE ARE INSERVICES I WOULD LIKE TO ATTEND, BUT I HAVE A RESPONSIBILITY TO MY LAST TEACHER OF THE DAY TO GIVE TIME TO. I DON'T FEEL COMFORTABLE LEAVING DURING THE LAST TIME SLOT FOR AN INSERVICE, EVEN IF IT IS SOMETHING I'D LIKE TO LEARN ABOUT. I REALIZE THE INSERVICES MUST BE SCHEDULED AT A TIME MOST CONVENIENT FOR THE TEACHERS, FOR WHOM IT IS MOST BENEFICIAL.

I MISSED RECORD KEEPING AND WOULD DESIRE A REFRESHER OR "WHOM TO SEE" INFO.

I FEEL THAT KEEPING THINGS SIMPLE HELPS ATTRACT PEOPLE TO THE INSERVICES AND KEEPS THEM COMING BACK.

SURVEY:

TRENDS IN READING
NELSON
POPOVICK
FLORIDIO
SPITZMUELLER
MORRISON

COMPUTER
TIDWELL
NELSON
CHAPIN
GIBSON
MORRISON

LOGO
TIDWELL
NELSON
MICHALSKI
MORRISON

SPANISH
CHAPIN
HILL
BRADEN
HARDEN
PILLSBURY
SPITZMUELLER
MORRISON

1 VOLUNTEER PRESENTER - MICHALSKI - ER&D
NO VOLUNTEERS FOR INSERVICE TEAM

NEW INSERVICE SCHEDULE - HOW OFTEN ?

**TRENDS IN READING - VIDEO TAPE - OFFERED BY MR. SIMMONS
  SCHOOL LAW - SIMMONS
  TRENDS IN COMPUTERS -
  INDIVIDUAL DIFFERENCES -
  TIME MANAGEMENT -
  SETTING EXPECTATIONS -
  UNIT TEACHING -
  COMPUTERS -
  LOGO -
  ASSERTIVE DISCIPLINE -

***CPR
  EMOTIONALLY HANDICAPPED CHILDREN

****INSERVICE TEAM :
  BURRIS
  EISNER
  FLORIDIO
  MORRISON
  NICHOLAS -' TIL MARCH
  ZIMMERMANN

TRENDS IN COMPUTERS
NELSON
CHAPIN
GRANDSTAFF
PILLSBURY
MORRISON

SETTING EXPECTATION
MAPP
MICHALSKI
MORRISON

TIME MANAGEMENT
MAPP
FRANK
JEFFERIES
GIBSON
MORRISON

SCHOOL LAW
MAPP
CHAPIN
HILL
FLORIDIO
HARDEN
GIBSON
PILLSBURY
J. RUSSELL
SPITZMUELLER
MORRISON

INDIVIDUAL DIFFERENCES
MAPP
GRANDSTAFF
HARDEN
GIBSON
PILLSBURY
J. RUSSELL
MICHALSKI
MORRISON

ASSERTIVE DISCIPLINE
NELSON
J. RUSSELL
MICHALSKI
MORRISON

UNIT TEACHING
TIDWELL
NELSON
MORRISON

MINUTES - INSERVICE TEAM - NOV. 2, 1987

ATTENDANCE:

Burris
Eisner
Floridio
Morrison
Tidwell

Reviewed 3rd Quarter Evaluation Results

Reviewed the component survey for the 1988 Inservice year.

SEARCH FOR PRESENTERS:

TRENDS IN READING - EISNER TO CONSULT MR. SIMMONS - VIDEO

BASIC COMPUTERS - ZIMMERMANN, BURRIS, EISNER - SEPT.,1988

LOGO - NICHOLAS, ZIMMERMANN

SPANISH - TREVINO, MORRISON

TRENDS IN COMPUTERS - NICHOLAS TO CONSULT LINDA ROLLYSON

TIME MANAGEMENT - JOACHIM TO CONSULT HER INSERVICE NOTES

SETTING EXPECTATIONS - JOACHIM - BRAINSTORMING

SCHOOL LAW - SIMMONS

INDIVIDUAL DIFFERENCES - TIDWELL

ASSERTIVE DISCIPLINE - HARDEN TO BE CONSULTED

UNIT TEACHING - EISNER TO CONSULT PAT HELDRETH FOR IDEAS

ER&D - MICHALSKI TO BE CONSULTED

CPR FOR UNCONSCIOUS VICTIMS - STOCKTON

EMOTIONALLY HANDICAPPED - TIDWELL TO BE RESCHEDULED

USING ART TO EVALUATE CHILDREN'S LEVELS - COCCIOLONE, NICHOLAS - RESCHEDULED FOR FEBRUARY 1, 1988

GROSS MOTOR - STOCKTON, BURRIS - TO BE RESCHEDULED

CREATIVITY - COCCIOLONE - CANCELLED

LOGO - NICHOLAS, ZIMMERMANN - FEBRUARY 8, 1988

***************NEXT MEETING - DECEMBER 7, 1987**************

APPENDIX LL

AGENDA AND MINUTES FOR DECEMBER 7, 1987

AGENDA FOR INSERVICE TEAM - DECEMBER 7, 1987

RESOURCE FILES PRESENTLY ON FILE IN MEDIA CENTER

1. GETTING STARTED WITH COMPUTERS - ZIMMERMANN, EISNER
2. BEV - MORRISON, GIBSON, JOHNSTON
3. DISCIPLINE MODEL - MORRISON, BURRIS, HILL
4. INSTRUCTIONAL MATERIALS - HEATH, FLORIDIO, BURRIS
5. UNIT TEACHING - HARDEN, EISNER, TIDWELL

MISSING RESOURCE FILES

1. LOGO - NICHOLAS, ZIMMERMANN, BURRIS
2. ASSERTIVE DISCIPLINE - HARDEN, HILL, GIBSON
3. WHOLE LANGUAGE - EISNER (HELDRETH), HILL, GIBSON
4. PROBLEM SOLVING - NICHOLAS, EISNER
5. LIBRARY ORIENTATION - HEATH, FLORIDIO, BURRIS
6. ORGANIZATION AND RECORD KEEPING - CHURCH, JOHNSTON, BURRIS
7. BIG BOOKS - HILL, BURRIS, FLORIDIO
8. CRITERIA AND REFERRAL PROCESS FOR LD - HYDE, NAPP TIDWELL
9. AUTOHARP - STANLEY, JOHNSTON, GIBSON
10. CRP - STOCKTON, NICHOLAS, ZIMMERMANN
11. CERAMICS - COCCIOLONE, NICHOLAS, BURRIS

INSERVICE POINTS

EXCHANGE STUDENT

1988 INSERVICE UPDATE

JAN 4TH - SPANISH SPEAKING CHILDREN - TREVINO, MORRISON

JAN 25TH - LANGUAGE DEVELOPMENT/ EXPERIENCE - KING, FLANAGAN, HILL
FEB 1ST - USING ART TO EVALUATE CHILDREN'S LEVELS - COCCIOLONE, NICHOLAS, EISNER

FEB 8TH - LOGO - ZIMMERMANN, NICHOLAS

MAR 7TH - SCHOOL LAW - SIMMONS, FLORIDIO, ZIMMERMANN

SEPT - BASIC COMPUTER - ZIMMERMANN, BURRIS, EISNER

TRENDS IN READING - EISNER

TRENDS IN COMPUTERS - NICHOLAS TO CHECK WITH ROLLYSON

TIME MANAGEMENT - JOACHIM STILL BRAINSTORMING

SETTING EXPECTATIONS - JOACHIM STILL BRAINSTORMING

INDIVIDUAL DIFFERENCES - TIDWELL

EMOTIONALLY HANDICAPPED CHILDREN - TIDWELL
ASSERTIVE DISCIPLINE - HARDEN TO CONSULT

ER & D - MICHALSKI TO PULL OUT RELEVANT AREAS

CPR FOR UNCONSCIOUS VICTIMS - STOCKTON

GROSS MOTOR - STOCKTON, HILL, BURRIS

***

CHANGES FOR 4TH QUARTERLY EVALUATION - JAN 11TH

MINUTES OF INSERVICE TEAM - DEC. 7, 1987

ATTENDANCE:

EISNER
FLORIDIO
GIBSON
HILL
JOHNSTON
MAPP
MORRISON
ZIMMERMANN

MISSING INSERVICE COMPONENT RESOURCE FILES

LOGO
ASSERTIVE DISCIPLINE
PROBLEM SOLVING
LIBRARY ORIENTATION
ORGANIZATION AND RECORD KEEPING
BIG BOOKS
CRITERIA AND REFERRAL PROCESS FOR LD
AUTOHARP
CPR

IMPLEMENTATION FORMS NOT BEING TURNED IN

TOTALED INSERVICE HOURS FOR INSERVICE POINTS

(1045 MIN. = 17.42 HRS.)

EXCHANGE STUDENT FROM NORWAY TO GIVE SLIDE PRESENTATION

UNCONSCIOUS CPR - STOCKTON,_________,_________

TOTAL INSERVICE PROJECT EVALUATION INSTRUMENT - CHANGE

1988 INSERVICE SCHEDULE

JANUARY 4 - SPANISH SPEAKING CHILDREN - TREVINO, MORRISON

JANUARY 11 - INSERVICE PROJECT EVALUATION - TEAM MEETING

JANUARY 25 - LANGUAGE DEVELOPMENT - KING, FLANAGAN, HILL

FEBRUARY 1 - USING ART TO EVALUATE CHILDREN'S LEVELS - COCCIOLONE, NICHOLAS, EISNER

FEBRUARY 8 - LOGO - NICHOLAS, ZIMMERMANN

FEBRUARY 22 -

FEBRUARY 29 - GROSS MOTOR - STOCKTON, BURRIS

MARCH 7 - SCHOOL LAW - SIMMONS, FLORIDIO, ZIMMERMANN

MARCH 14 -

MARCH 21 -

APRIL 4 - UNCONSCIOUS CPR - STOCKTON

APRIL 11 -

APRIL 18 -

APRIL 25 -

MAY 2 -

MAY 9 -

MAY 16 -

MAY 23 -

INSERVICE CLAENDAR - 1988

SEPTEMBER 12 -
SEPTEMBER 19 - COMPUTER BASICS - ZIMMERMANN, BURRIS EISNER
SEPTEMBER 26 -

OCTOBER 3 -
OCTOBER 10 -
OCTOBER 17 -
OCTOBER 24 -

NOVEMBER 7 -
NOVEMBER 14 -
NOVEMBER 28 -

DECEMBER 5 -

PALMETTO ELEMENTARY SCHOOL'S INSERVICE PROJECT EVALUATION

1. WHAT WAS YOUR INVOLVEMENT IN THE YEAR-LONG PROJECT?

___ INSERVICE TEAM
___ PRESENTER
___ PARTICIPANT
___ OTHER
___ NONE

2. I PARTICIPATED/DID NOT PARTICIPATE BECAUSE______________________
____
____
____.

3. I USED THE INFORMATION I GOT FROM THE INSERVICES IN THE FOLLOWING WAYS:____
____
____
____.

4. I FOUND THE FOLLOWING COMPONENTS:______________________________
____
____
____

MOST BENEFICIAL BECAUSE ____
____
____.

5. I WOULD LIKE TO MAKE THE FOLLOWING SPECIFIC SUGGESTIONS FOR THE 1988 INSERVICE PROJECT:______________________________
____
____
____
____.

ADDITIONAL COMMENTS:____
____
____
____
____
____

APPENDIX MM

AGENDA AND MINUTES FOR JANUARY 11, 1988

AGENDA FOR INSERVICE TEAM - JANUARY 11, 1988

TO: BURRIS
EISNER
FLANAGAN
FLORIDIO
GIBSON
HILL
JOHNSTON
MAPP
MORRISON
NICHOLAS
TIDWELL
ZIMMERMANN

DISCUSSION OF RESPONSES TO THE FOURTH QUARTER EVALUATION

RECOMMENDATIONS AND SUGGESTIONS FOR 1988 INSERVICE COMPONENTS

MINUTES FOR INSERVICE TEAM - JANUARY 11, 1988

ATTENDANCE:

Burris
Eisner
Floridio
Gibson
Hill
Mapp
Morrison
Nicholas

INSERVICE POINTS A POSSIBILITY AFTER MEETING WITH D. NOLAN

REVIEWED FINAL EVALUATIONS - POSITIVE
VALID SUGGESTIONS

NICHOLAS MET WITH ROLYSON ABOUT COMPUTER TRENDS INSERVICE
- A POSSIBILITY

RESOURCE FILES REMINDER

NICHOLAS WISHES TO PRESENT INSERVICE ON TEACHABLE MATH TIDBITS -
PRESENTER SUGGESTS THERE BE ONE REPRESENTATIVE PER LEVEL (FEBRUARY 8, 1988)

USING ART TO EVALUATE CHILDRENS LEVELS IS FEBRUARY 1, 1988

CURRENT TRENDS IN READING TAPES - EISNER TO CONTACT FITZGERALD